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ABSTRACT

Community Involvement for Responsible Citizenship (CIRC) is a five-year Elementary Secondary Education Act Title IV-C project administered by the Allegheny Intermediate Unit. Seven school districts formed a community citizenship committee to define citizenship and delineate expectations of citizens living in those communities. To identify strengths and weaknesses of students in each district, a needs assessment was conducted. A three-step process was outlined to construct the instruments comprising the needs assessment in each district. The work reported here constituted the first step: a review of currently available standardized measures in terms of technical construction and relevance of their content to the seven core elements of citizenship. Of the 29 instruments that possibly could be used to measure citizenship eight were recommended without reservations. The effort to locate appropriate standardized instruments met with moderate success. It is recommended that test makers, by addressing citizenship education from the community perspective, construct instruments to measure such elements as those outlined. (Author/GK)

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Review of Selected Standardized Instruments for Use in Citizenship Assessment

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Review of Selected Standardized Instruments for Use in Citizenship Assessment

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Revised: April, 1981

Background and Introduction

Community Involvement for Responsible Citizenship (CIRC) is a five-year ESEA Title IV-C project administered by the Allegheny Intermediate Unit. During its first year of operation (1978-79), each of the seven participating school districts formed a community citizenship committee with the charge to define citizenship and delineate expectations of citizens who live in their respective communities. Based on these seven definitions and sets of expectations, instruments comprising a needs assessment were identified and/or constructed by the CIRC project staff. The needs assessment helped to identify the strengths and weaknesses of students in each district respective of the community expectations.

Since construction of needs assessments for each of these districts was viewed as a lengthy process, the project staff shortened the development by identifying a set of seven broadly defined core elements of citizenship that could be gleaned from past attempts to define citizenship reported in the literature (Table 1). This enabled preliminary work on instrument development to occur simultaneously with the work of the community citizenship committees. However, the final composition of instruments comprising the needs assessment for each district was not determined until the citizenship committees completed their tasks.

A three-step process was outlined to construct the instrument(s) that would comprise the needs assessment for each district. First, standardized measures that are currently available would be reviewed both on their technical construction and on the relevance of their content to the seven core elements of citizenship. Second, unstandardized and/or unpublished tests and items would be examined. The product of the first two steps was expected to be an instrument or item pool. The third and final step of this process was to actually construct seven instruments or sets of instruments that reflect the definitions of citizenship developed by the citizenship committees. Once the committees' work was complete,

Table 1

Core Elements of Citizenship
Reported in the Literature

1.	Respect for others (understanding and accepting differences in others)
2.	Participation in community
3.	Responsibility (knowledge and acceptance of legal, moral as well as cultural obligations)
4.	Respect for property and the environment
5.	Respect for rules, laws, authority and government
6.	Informed about issues (knowledge of current political and legal issues)
7.	Respect for self

it was expected that this process would have to be repeated for expectations not identified in the core list. In addition, some original item and instrument construction was expected for those community expectations for which none was found.

Purpose and Methods

The work reported in this monograph constituted the first step in the three-step process described above. The purpose of this work was to identify standardized measures that might be used in attempts to measure aspects of citizenship and to formally review these instruments on their technical construction and on the relevance of their content. Efforts to identify standardized instruments that might measure citizenship centered on several sources: CSE Test Evaluations, Mental Measurement Yearbooks, Tests in Print and Social Studies Tests and Reviews. A measure from these sources was selected for review if it, or a portion of it, appeared to address one of the seven core elements of citizenship and if it could be group administered or adapted for group administration. No attempt was made to make this list of instruments comprehensive, although the final list of measures can be considered representative of the state-of-the-art of standardized measures of citizenship.

The measures selected from these sources were then reviewed both for their technical quality and for their content. A brief description of the categories that comprise the review are listed in Table 2. A reference to the most recent review published in the Mental Measurement Yearbook (MMY) series is included. If a review was not reported in the 8th MMY, the reference for the most recent review was included when this was available. Finally, the bibliography of studies in which the instrument was used was examined for studies reporting its use in assessing citizenship.

Table 2

Description of Categories Used in Test Review

I. General Descriptive Information: includes title, authors and publishers of test; forms and subtests; and, variables measured

II. Practical Considerations: includes costs of tests, cost of scoring; administration time, setting and training of administrators; and, visual organization and appeal

III. Normed Technical Excellence: includes reliability, validity, items and their coverage

IV. Comments: includes discussion of the match between test content and core elements of citizenship

V. References: includes references used in constructing the review and list of citizenship education studies in which the instrument was used

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The actual reviews of the tests can be found in the Appendix of this volume. Attached to the front of each review is a cover sheet with some reactions on the test's usefulness for assessing citizenship based on the review and accompanying information. This is an attempt to highlight succinctly important characteristics of the test, its items and their relationship to the core citizenship elements. These considerations, as well as other aspects of the test, were utilized in making a decision about the possibility of using it to assess citizenship. The twenty-nine instruments were classified into three categories. A listing of the instruments in each category can be found in Tables 3 through 5. The first group labeled "Accepted" were judged to measure, with a reasonable degree of reliability and validity, one or more elements of citizenship. Although ultimately dependent on the definition of citizenship, these instruments could very possibly be used intact. The second category, "Accepted with Reservations," contains instruments which have some technical and/or content deficiencies. However, these instruments may possibly be used, either partially or in their entirety, although modifications and adaptions are expected to be necessary. The final group of instruments labeled "Rejected" were judged unusable for measuring citizenship. This recommendation was usually based on a mismatch between the test content and the core citizenship elements, poor content or face validity, low reliability coefficients, difficult administration or scoring procedures, cost or a combination of these factors. It should be noted that the classification of tests into these three categories was based on the projected needs of the CIRC project. As a result, when the seven committees complete their work in defining citizenship, it was expected that test classifications might change, especially for those instruments in the latter two categories.

Observations and Summary

The seven core elements of responsible citizenship listed in Table 1, although not comprehensive, are believed to encompass characteristics of a responsible

Table 3

Accepted Instruments

Instrument	Page of Review
California Psychological Inventory	24
California Test of Personality	29
Classroom Environment Scale	34
Cooperative Social Studies Tests	37
Sequential Test of Educational Progress: Social Studies	92
STS Youth Inventory	102
Tennessee Self-Concept Scale	106
Test of Consumer Competencies	109

Table 4

Instruments Accepted
with Reservations

Instrument	Page of Review
ANPA Foundation Newspaper Test	16
(The) California Life Goals Evaluation Schedules	19
Cooperative Topical Tests in American History	40
(The) Ego-Ideal and Conscience Development Test	50
Jesness Behavior Checklist	57
Metropolitan Achievement Tests: Social Studies	69
New Mexican Consumer Rights and Responsibility Test	79
Stanford Achievement Test (Social Studies)	96

Table 5

Instruments Rejected

Instrument	Page of Review
American Political Behavior Achievement Test	13
Demos D. (Dropout) Scale	43
Early School Personality Questionnaire	46
Inferred Self-Concept Scale	54
(The) Jesness Inventory	60
Junior-Senior High School Personality Questionnaire	64
Minnesota High School Achievement Examinations	73
Mooney Problem Checklist	75
Preschool Attainment Record	82
Sare-Sanders American Government Test	85
Sare-Sanders Constitution Test	89
Vineland Social Maturity Scale	112
Wharton Attitude Survey	115

citizen common to the expectations of many. As the seven citizenship committees completed their work, this belief was verified, as most of these core elements were included in their definitions. As a result, we can make some observations about the availability of standardized instruments that can be used to assess citizenship.

Table 3 lists eight instruments out of twenty-nine that could possibly be used to measure citizenship. When one considers the fact that probably two or three times this number were initially screened but not reviewed and that some instruments were included when only a subtest was relevant, it can safely be concluded that there is a dearth of standardized measures available to measure citizenship.

Another interesting point that can be made upon examination of the lists in Tables 3 and 4 is that relatively few of these instruments are what might be considered traditional social studies tests. Only two (Sequential Test of Educational Progress and Cooperative Social Studies Tests) were included in the list of "Accepted" instruments while three (Stanford, Cooperative and Metropolitan) appeared in the list of instruments that were "Accepted with Reservations." Generally, these standardized tests measure only knowledge, although they appear to measure more than simple recall. This observation suggests that equating citizenship (as defined by the community) with social studies as it is traditionally defined in schools and by constructors of standardized tests may be misleading. It also suggests the need for additional instrument development which would encompass attitudinal and skill components, as well as the knowledge component.

To summarize, the efforts to locate standardized instruments that measure citizenship met with little to moderate success. A particular problem was the lack of instruments measuring skill and attitudinal characteristics of the students. Another problem was the absence of instruments which measure the varied core elements of citizenship and which are developmentally relevant to the primary and elementary grade students. These problems required the second step in the three-step process of constructing measures to be successful (the identification of

unstandardized citizenship measures) if the needs assessment was not to rely to a large extent on newly constructed items.

To end on a more positive note, although a single agreed upon definition of citizenship cannot be found in the literature, the experience of the CIRC project suggests that some common elements do exist. Since test makers presently have the technical capability to construct instruments to measure most of these elements, the present void can be filled as schools begin to address citizenship education from the perspective expressed by their communities.

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Buros, O.K. (Ed.) Mental Measurement Yearbooks (Vols. I-VIII) Highland Park, N.J.: Gryphon Press, 1938-78.

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Buros, O.K. (Ed.) Tests in Print II: An Index to Tests, Test Reviews, and the Literature on Specific Tests. Highland Park, N.J.: Gryphon Press, 1974.

Hoepfner, R. (Ed.) CSE Test Evaluations (6 volumes). Los Angeles, CA: Center for the Study of Evaluation, 1970.

APPENDIX

American Political Behavior Achievement Test

High School

Decision

This test cannot be used in totality for a number of reasons:

1. The test appears to have many questions specific to the curriculum it was designed for.

2. No validity data are provided.

3. The format of the questions (true-false and 3 option multiple choice) is less than ideal.

It is recommended that the second section of this test be more closely examined if a test of this nature has to be constructed.

I. General Information

A. TITLE: American Political Behavior Achievement Test

B. AUTHORS: John J. Patrick and Allen D. Glenn

C. PUBLISHERS: Ginn and Company

D. FORM: There is only one form of this test.

E. MANUAL & TECHNICAL AIDS: Manual (1974, 8 pages)
*Answer Key
*Class Record Sheet

*included as part of the manual

F. SUBTESTS: This test is divided into two sections:

1 - Political Knowledge Test
2 - Political Science Skills Test

The Political Knowledge Test consists of 70 true/false items which measure students knowledge about the Constitution, American government, political parties.

The Political Science Skills Test consists of forty items divided into 10 parts which measure the students ability to read and analyze charts and tables, and to interpret brief descriptions of situations, making inductive and deductive inferences, evaluating questionnaire items and definitions.

II. Practical Considerations

A. COST: Tests $8.25 / pkg. 35
Specimen Set $2.05

Section I should take approximately 40 minutes to administer. Section II should take approximately 50-60 minutes.

It is recommended that the test be administered in two separate sessions.

B. FORMAT & LAYOUT:

The format is very appealing. It is clear, neat and well spaced. Items are arranged in two columns and are numbered consecutively from top to bottom.

C. ITEMS & THEIR COVERAGE:

Items were constructed on the basis of the instructional objectives of the American Political Behavior course. A pool of questions were evaluated by political scientists and social studies educators. The items cover 1) election and voter behavior, 2) the roles of government leaders, 3) the role of unofficial political specialists 4) socio-cultural contexts of political behavior and 5) governmental structure and organization. They also examine ability to 1) read charts and graphs, 2) make deductive and inductive inferences 3) distinguish factual statements from value statements and 4) conceptualization.

III. Normed Technical Excellence

A. RELIABILITY:

Reliability coefficients for the Political Knowledge Test were .92, .93 and .88. Coefficients for the Skills Test were .88, .90 and .77. These are internal consistency indicies.

B. VALIDITY: No information available.

C. SCORES & NORMS:

The test was used during the 1972-73 school year with 2,500 students in APB and non APB classes nationwide.

D. ADMINISTRATION & SCORING:

No special training is necessary in order to administer or score these tests. The materials needed are the test booklet and a pencil.

IV. Comments

Many items are poorly worded and are thus confusing. The items tend to test specific information and to pertain to a specified curriculum rather than being more broadly based.

See Buros' Eighth MMY for the most recent published review of this instrument.

ANPA Foundation Newspaper Test

Grades 7-9, 10-12

Decision

The Newspaper Test attempts to measure skills and judgment as well as knowledge. Because many of the items are well-constructed and generalizable, it is recommended that they be examined more closely to be used for aspects of citizenship such as skills in being informed about issues. It should be noted that only moderate internal consistency coefficients, no stability coefficients or validity data are provided in the manual.

I. General Information

A. TITLE: ANPA Foundation Newspaper Test

B. AUTHORS: Edward DeRoche, Allen Kirschner, Virginia Reggs and Elaine Showalter

C. PUBLISHER: Cooperative Tests and Services

D. FORM: J1 - Junior High (1969, 4 pages)
J2 - Junior High (not available for review)
S1 - Senior High (1964, 4 pages)
S2 - Senior High (not available for review)

E. MANUAL: Simulated Newspaper Handbook

II. Practical Considerations

A. COST: Tests $1.00/pkg. 10
Manual $1.50

The test takes 40-50 minutes to administer, however, it is to be untimed.

B. FORMAT & LAYOUT:

The format is very clear, concise and appealing. The test is well spaced and items are consecutively numbered from top to bottom in two columns per page.

The sample newspaper is also well spaced, clear and attractive.

C. ITEMS & COVERAGE:

The test consists of 30 items which examine students' skill, knowledge and judgment. These include ability to: 1) spot the main point, 2) gather information, 3) carefully interpret information, 4) distinguish fact from opinion, 5) interpreting editorial cartoons and pictures. Also this test looks at the students knowledge of 1) information sources, 2) general background information and terms frequently used, 3) newspaper format.

Students ability to 1) assign causes, reasons and motives, 2)interpret attitudes, 3) assess implications and extrapolate from given information, etc.

D. CONSISTENCY:

Internal consistency was measured using KR Formula 21. Reliability ranged from .73 to .84 with standard errors (SE) of 2.5 and 2.6. These SE's are relatively large. No stability estimates are given.

E. VALIDITY: No information available.

F. SCORES & NORMS:

The test norms are based on 13,000 students: 9,000 from junior high school and 4,000 in senior high school who were tested in May, 1971 in Charlotte, North Carolina; Peoria, Illinois; and Fort Worth, Texas. Students tested were from regular classes that had made no

systematic use of newspapers and from specific newspaper classes.

The manual provides an extensive description of the norming procedure and the results. This norming data, of course, offers limited geographic representation.

G. ADMINISTRATION & SCORING:

No special training is required for administering this test. Directions are provided in the manual.

Students need only the test booklets, a copy of the sample newspaper and something to write with.

Scoring is done by hand using a printed key which is included in the test package.

III. Comments:

The test is well designed. This reviewer found no major flaws in the content and construction of this test.

In terms of the Core Citizenship Categories, this test will examine knowledge of 1) participation in the community, 2) responsibility of citizens 3) knowledge of laws and reasons for these laws and the test will give insight as to the students' grasp of current events and information about issues.

The California Life Goals Evaluation Schedules
Age 15 and Over
Decision

Although this instrument has "meager" data on reliability and validity, the items on several of the scales appear to be related to aspects of citizenship, e.g., social service. The reviewer has identified some specific items to be examined more closely in the "comments" section of the review. It is recommended that all of the items in the instrument (which are attitudinal) be considered for inclusion or adaptation in the development of citizenship measures. The method of recording responses in the consumable booklet, however, must be revised.

I. General Descriptive Information

A. TITLE: The California Life Goals Evaluation Schedules (CLGES)

B. AUTHOR: Milton E. Hahn, Ph.D.

C. PUBLISHER: Western Psychological Services

D. FORMS: Form D-s (1966, 6 pages) consumable booklet,
Form D-M (1966, 4 pages) reusable booklet (separate answer sheets must be used)

E. MANUAL AND OTHER TECHNICAL AIDS: Two Editions:

1. Manual (1969, 32 pages plus tests and profile)
2. Profile (1966, 2 pages)

F. SUBTESTS: One test, 150 questions divided into 10 schedules of 30 questions each.

G. VARIABLES TO BE MEASURED:

The CLGES builds a profile of an individual's life goals. It is explained that this differs from interest inventories because a person's interests generally remain the same, while life goals change as a person passes through various stages of their life. Life goals are divided into 10 categories: esteem, profit, fame, power, leadership, security, social service, interesting experiences, self-expression, and independence.

The test is designed to be used in conjunction with other measures, such as interest inventories, in counseling for vocational choice, to stimulate student discussion in the classroom, and to facilitate self-study groups. The manual cautions that CLGES be used only experimentally with personnel studies. A recommended use of the test is in research studies. Thirteen examples of how CLGES may be so employed are listed, including how life goals relate to achievement at work and ethnic differences of life goals.

The CLGES may be used for all those age 15 and over.

II. Practical Considerations

A. COST OF TEST: (Postpaid)

Examiner's Kit; 25 tests, 25 profiles, and manual	$14.50
25 tests	$8.50
100 profiles	$8.50
manual	$5.50
Separate answer sheets for reusable booklets 100	$8.50
Set of scoring stencils	$7.50

B. SCORING COSTS

Both consumable and reusable forms are hand-scored, and are usually scored by the individual who has taken the test.

C. ADMINISTRATIVE USABILITY:

The test is usually taken in one sitting, lasting thirty to forty minutes.

The test is designed to be self-administrating. The directions and the test questions can be understood by anyone with a high school reading level. Because the test is designed to be taken by the individual, a small or large group could take the test concurrently.

No training is required for the examiner.

D. FORMAT AND LAYOUT

On Form D-S, the Consumable Booklet, the instructions for administration and scoring are given in the test booklets. Items are numbered down the page. Each item has an arrow pointing to the right or the left. Down each side of the page are numbers 0 through 4, which correlate with strongly disagree, disagree, neutral, agree, and strongly agree. Each side of the page is one schedule. The person taking the test circles the appropriate number and the sum of the circled numbers determines the total score for each schedule.

The instructions are easily understood. The items are somewhat crowded on the page.

Form D-M, the Reusable Booklet, has a separate answer sheet. In the booklet the items are numbered down the page. Instructions for taking the test are given on the front page of the answer sheet. Printing in the booklet is readable. The answer sheet is somewhat crowded, but no more so than other forms of this type.

III. Normed Technical Excellence

A. RELIABILITY:

SINHA (UCLA, 1964) reported Kuder-Richardson and Spearman-Brown coefficients of reliability for Forms A-B and Kuder-Richardson reliabilities for Form C; all older forms of the test. These coefficients ranged from .82 to .89. The statistics may not hold for Forms D-S and D-M, which are being used currently, but because less significant items have been eliminated in these forms, the assumption to be made is that future reliability studies will yield coefficients equal to or higher than those for the earlier forms.

One test-retest study by the author of 41 upper division and graduate students, using Form D-M, with a ninety-day interval between testings, produced reliabilities ranging from .71 for Social Service to .86 for Independence. (Manual, 1976, P.14-15). Coefficients for the other scales are not given, but probably fall between the two.

B. VALIDITY:

The author arbitrarily selected Center's (1948,1949) ten life goals. As to whether the 15 items in each schedule provide an adequate sampling of these goals, must be determined by further research.

The CLGES measures factors not duplicated by other instruments. Relationships with other instruments are being explored and according to the manual more data is needed to see if concurrent validity exists.

A like situation exists with predictive validity. The manual mentions a few small studies such as one at veterans administration hospitals, which indicated that male patients who score high on the schedules for esteem, profit, fame and power return to the community more quickly and remain out of the hospital longer than do those who score low on these schedules.

The author states that construct validity in the CLGES is a matter of judgment. Over the years, ten specialists in the measurement field and groups of graduate students in professional psychology have analyzed the items and suggested changes. This, of course, is not how construct validity is established.

C. ITEMS:

The test is designed to be taken by those 15 and over. The items are debatable social, political, and economic statements that are answered: strongly agree, agree, neutral, disagree, and strongly disagree.

Originally two experimental forms of the test (A and B) were developed and used on 1,158 subjects in a three generation sampling. UCLA freshmen were asked to complete Form A or B and to have their parents and grandparents complete Form A or B. Form C was developed by selecting items from A and B with a .01 level of significance. The current normative sample consists of 1,408 subjects which breaks down to 448 UCLA freshmen, 770 student's parents, and 190 student's grandparents.

Item analysis was conducted by Guilford's Convential Method and Maxwell's Method. Only items with a significance of .01 or better were included in the forms now in use.

IV. Comments

Reliabilities and validities for the CLGES are tentative, but the author does not make any extraordinary claims. It is noted in the manual, and this reviewer agrees, that this instrument has great potential for research.

The CLGES measures life goals. The items taken separately are measures of attitude. A number of the items could be adapted for a citizenship study. (Items No. 5,6,10,13,15,24,25,43,48,49,51,55,62,65,75,81, 84,88,101,107,108,110,123,124,127,129,139,140 &149 - contained in the reusable booklet) These items generally contain statements concerning obligation to others such as #6 -"the more able person has a greater responsibility for the welfare of the less able" and attitudes towards government structure such as #124 "the government should collect and distribute all personal income."

Looking at the schedules as a whole, the only one that would have a relation to qualities of citizenship would be a high score on the social service schedule. These 15 items are grouped together on schedule 7 in the reusable booklet.

V. References and Related Reports

A review contained in the Seventh Mental Measurements Yearbook was used in constructing this review.

The CLGES has not been used in any citizenship studies. It has been used in a few studies. Several of these compare the CLGES with other personality measures. One doctor's thesis by Kohler (UCLA, 1969) explored "Some possible effects of leader-member, similarity-dissimilarity in the counseling technique of group psycho evaluation." Patrick used the CLGES in a doctoral thesis (UCLA, 1970) entitled, "A study of middle-aged women and menopause."

See Buros Seventh MMY for the most recent published review of this instrument.

California Psychological Inventory
Age 13 and Over
Decision

The CPI seems to be a widely used and respected instrument. In addition, several of its 18 scales seem to measure aspects of citizenship. It merits closer examination.

There are several obstacles to its use for our purposes, however

1. The items are not arranged according to subtest, i.e., the items are intermingled.

2. The number of items seems to be overwhelming (although a shortened version has been developed).

3. The instrument requires a lot of reading - it is self administered.

4. The youngest age person to whom it can be administered is 13.

I. General Descriptive Information

A. Title: California Psychological Inventory

B. Author: Harrison G. Gough

C. Publisher: Consulting Psychologists Press, Inc.

D. Forms: one

E. Manual and Other Technical Aides: Revised manual (1975, 36 pages) Profile Sheet (1956, 2 pages)

F. Subtests: One test which yields 18 scales. They are:

1) Dominance
2) Capacity for Status
3) Sociability
4) Social Presence
5) Self-acceptance
6) Sense of Well-being
7) Responsibility
8) Socialization
9) Self-control
10) Tolerance
11) Good impression
12) Communality
13) Achievement via Conformance
14) Achievement via Independence
15) Intellectual Efficiency
16) Psychological-Mindedness
17) Flexibility
18) Femininity

G.

1. The first six are measures of poise, ascendancy, self-assurance and interpersonal adequacy; the next six are measures of socialization, responsibility, intrapersonal values, and character; the next three are measures of achievement potential and intellectual efficiency; and the last three are measures of intellectual and interest modes.

1) Dominance - assess factors of leadership ability, dominance, persistence, and social initiative

2) Capacity for Status - serve as an index of an individual's capacity for status (not his actual or achieved status). The scale attempts to measure the personal qualities and attributes which underlie and lead to status.

3) Sociability - identify persons of outgoing, sociable, participative temperament.

4) Social presence - assess factors such as poise, spontaneity, and self-confidence in personal and social interaction.

5) Self-acceptance - assess factors such as sense of personal worth, self-acceptance, and capacity for independent thinking and action.

6) Sense of well-being - identify persons who minimize their worries and complaints, and who are relatively free from self-doubt and disillusionment.

7) Responsibility - identify persons of conscientious, responsible, and dependable disposition and temperament.

8) Socialization - indicate the degree of social maturity, integrity, and rectitude which the individual has attained.

9) Self-control - assess the degree and adequacy of self-regulation and self-control and freedom from impulsivity and self-centeredness.

10) Tolerance - identify persons with permissive, accepting, and non-judgmental social beliefs and attitude.

11) Good impression - identify persons capable of creating a favorable impression, and who are concerned about how others react to them.

12) Communality - indicate the degree to which an individual's reactions and responses correspond to the modal ("common") pattern established for the inventory.

13) Achievement via conformance - identify those factors of interest and motivation which facilitate achievement in any setting where conformance is a positive behavior.

14) Achievement via independence - identify those factors of interest and motivation which facilitate achievement in any setting where autonomy and independence are positive behaviors.

15) Intellectual efficiency - indicate the degree of personal and intellectual efficiency which the individual has attained.

16) Psychological-mindedness - measure the degree to which the individual is interested in, and responsive to, the inner needs, motives, and experiences of others.

17) Flexibility - indicate the degree of flexibility and adaptability of a person's thinking and social behavior.

18) Femininity - assess the masculinity or femininity of interests (respect for others).

(G)

2. Aim of instrument - devise a practical tool which could predict what an individual will do in a specified context and/or identify individual who will be described in a certain way. Emphasis on interpersonal behavior and dispositions relevant to social interactions. Used to select talented youth and predict delinquent behavior. Also used to investigate interactionism and moral development.

II. Practical Considerations

A. Cost of Test: $6.50 per 25 tests
$4.00 per 50 sets of hand scored answer sheets and profile
$5.00 per 50 NCS answer sheets
$6.00 per set of scoring stencils
$3.00 per manual

B. Scoring Costs: NCS scoring service - $1.75 or less per test (daily service)
$1.10 or less per test ($27.50 minimum; weekly service)

C. Administrative Usability:

1. Administration Time: 45-60 minutes
2. Group administration
3. No training necessary for administrators

D. Format and Layout:

1. Visual Organization: 480 true/false questions, number of items may seem overwhelming; 2 columns per page, 11 pages
2. Quality of Print: Excellent
3. Recording Answers: Answers are recorded on a separate answer sheet by either marking an "X" for the hand scored answer sheet or filling in a circle for the NCS machine scored answer sheet.

III. Normed Technical Excellence

A. Reliability:

			Range
1. Test-retest:	High School Females	(N=125)	0.44 - 0.77
	High School Males	(N=101)	0.38 - 0.75
	Prison Males	(N=200)	0.49 - 0.87

Low reliabilities resulted from Communality and Psychological-mindedness scales.

2. No internal consistency or alternate form reliability studies
3. > could be found.

B. Validity:

1. Content
2. Construct
3. Concurrent

> Not really discussed in manual

4. Predictive: correlation between a scale and relevant criteria- Range: .21 to .60

C. Items:

Dominance - Core 3,7
Social Presence - Core 1,7
Self-acceptance - Core 7
Responsibility - Core 3,5
Good Impression - Core 1
Achievement via Conformance - Core 3
Psychological-mindedness - Core 1,5
Flexibility - Core 5
Femininity - Core 1

Used for age 13 and over.

IV. Comments

Items in each scale are not known without answer key which was not provided with the specimen set.

V. References and Related Reports

Megaree, E.I. The California Psychological Inventory Handbook. San Francisco, California: Jossey-Bass, Inc., 1972.

Manual contains a selected bibliography.

No studies were found using this instrument in relation to citizenship.

See Buros' Eighth MMY for the most recent published review of this instrument.

California Test of Personality
Grades K-3, 4-8, 4-10, 9-14, Adult
Decision

The review of the CTP is mixed. It contains several subtests that are related to student citizenship, however there exist technical deficiencies in the test. These were pointed out by V.M. Sims in his review which was published in Buros' Fifth MMY. Specifically, the error of measurement is large for some of the subtests. There is also some question in my mind as to the validity of some specific items, although Sims was convinced of its validity to measure self-concept in the area of adjustment.

I. General Descriptive Information

A. Title: California Test of Personality

B. Authors: Louis P. Thorpe, Willis W. Clark, and Ernest W. Tiegs

C. Publishers: California Test Bureau/McGraw-Hill

D. Forms: Form AA and BB

E. Manual and Other Technical Aides: Manual (1953, 32 pages)
Profile (1953, 2 pages)

F. Subtests: 15 scores-

1) Self-reliance
2) Sense of personal worth
3) Sense of personal freedom
4) Feeling of belonging
5) Withdrawing tendencies
6) Nervous symptoms
7) Total personal adjustment
8) Social standards
9) Social skills
10) Anti-social tendencies
11) Family relations
12) School relations or occupation relations (adult level)
13) Community relations
14) Total social adjustment
15) Total adjustment

G.

1. Variables:

1) Self-reliance - do things independently of others, depend upon self, directs own activities. Stable emotionally and responsible in his behavior.

2) Sense of personal worth - feels well regarded by others, feels others have faith in his future success, feels capable.

3) Sense of personal freedom - feels he has a reasonable share in the determination of his conduct and in setting the general policies that shall govern his life.

4) Feeling of belonging - he enjoys the love of his family, the well-wishes of good friends, and a cordial relationship with people in general.

5) Withdrawing tendencies - substitutes the joys of a fantasy world for actual successes in real life. Sensitive, lonely and given to self-concern.

(G)

(1)

6) Nervous symptoms - physical symptoms are loss of appetite, frequent eye strain, inability to sleep or a tendency to be chronically tired.

7) Social standards - understands the rights of others and who appreciates the necessity of subordinating certain desires to the needs of the group. Understands what is regarded as being right or wrong.

8) Social skills - shows a liking for people, inconveniences himself to be of assistance to them, diplomatic in his feelings with both friends and strangers, subordinates egoistic tendencies in favor of interest in the problems and activities of his associates.

9) Anti-social tendencies - given to bullying, frequent quarreling, disobedience, and destructiveness to property. Gets his satisfactions in ways that are damaging and unfair to others.

10) Family relations - exhibits desirable family relationships, feels that he is loved and well-treated at home, has a sense of security and self-respect in connection with the various members of his family.

11) School relations - feels that teachers like him, enjoys being with other students, finds the school work adapted to his level of interest and maturity.

12) Occupation relations - happy in his job because he is assigned to work which fits his capacities and interests, developed interest, sense of worth, and efficiency in a job previously deemed uncongenial, feels his contribution is important and essential.

13) Community relations - mingles happily with neighbors, takes pride in community improvements, tolerant in dealing with both strangers and foreigners, respectful of laws and of regulations pertaining to the general welfare.

2. Used for looking at undesirable habit patterns, erroneous beliefs and attitudes, unfavorable environmental conditions, undesirable forms of attempted adjustment, physical and nervous difficulties, and mental disorders.

II. Practical Considerations

A. Cost of Test: $8.75 per 35 sets of test and profile
$5.00 per 50 answer sheets
$2.50 per hand scoring stencil

B. Scoring Costs: No scoring service available

C. Administrative Usability

1. Administration Time: 45-60 minutes
2. Group administration
3. Training of Administrators: No special training needed

D. Format and Layout

1. Visual Organization: Primary (grades K-3) 96 yes/no questions. Elementary (grades 4-8) 144 yes/no questions. Intermediate (grades 7-10) 180 yes/no questions, Secondary (grades 9-college) 180 yes/no questions. Adult 180 yes/no questions (easy to read)

2. Quality of Print: green type, good quality

3. Recording Answers: Answers recorded on answer sheet by filling in appropriate rectangle or in answer book by circling answer.

III. Normed Technical Excellence

A. Reliability:

1. No test-retest or alternate form studies reported in manual.

2. Kuder Richardson:

	Range of Subscores
Primary (N = 225)	.51 - .88
Elementary (N = 648)	.59 - .94
Intermediate (N = 1136)	.70 - .97
Secondary (N = 2262)	.70 - .93
Adult (N = 201)	.66 - .95

3. No test-retest or alternate form studies reported in manual.

B. Validity:

The manual and reviewers say that this test is as valid as most such instruments that measures self-concept in the vaguely defined area called adjustment.

C. Items:

Self-reliance - Core 3,7
Sense of personal worth - Core 7
Feeling of belonging - Core 1,7
Social standards - Core 1,5
Social skills - Core 1
Anti-social tendencies - Lack of Core 1,4
Family relations - Core 1,7
School relations - Core 1,5 (not adult level)
Occupation relations - Core 7 (adult level only)
Community relations - Core 2,5
(used for K-adult)

IV. Comments

	Section
Self reliance	1A
Sense of personal worth	1B
Feeling of belonging	1D
Social standards	2A
Social skills	2B
Anti-social tendencies	2C
Family relations	2D
School relations	2E
Occupation relations	2E
Community relations	2F

These are measures of attitude/behavior.

V. References and Related Reports

No studies were found that used this instrument in relation to citizenship.

See Buros' Eighth MMY for the most recent published reviews of this instrument.

Classroom Environment Scale

Junior H.S. and Senior H.S.

Decision

Because school and classroom environment is hypothesized as playing a major role in developing aspects of citizenship like responsibility and democratic values, the assessment package might include an instrument measuring classroom climate or assessing student-teacher interactions. The CES is a relatively new instrument and as a result, no published technical reviews and few studies are published in the literature. Internal consistency and test-retest reliability are adequate for the CES. And although validity data are lacking, it is recommended that this instrument be considered for possible use in the evaluation of citizenship education programs. A close reading of Moos' (1979) recent book will help to establish the role classroom environment plays in developing student dispositions toward authority and other aspects of citizenship. Adapting the test by peronalizing the items, a suggestion in the test review, is also a possible way in which this instrument could be utilized.

I. General Information

A. TITLE: Classroom Environment Scale

B. AUTHORS: Rudolf H. Moos and Edison J. Trickett

C. PUBLISHERS: Consulting Psychologists Press, Inc.

D. FORM: Form R (1974, 3 pages, 90 items)
Form S (36 items) The Short Form
Form I (90 items) The Ideal Classroom Form - measures goals and values orientation in terms of the ideal classroom.
Form E (90 items) The Expectations Form

E. MANUAL AND TECHNICAL AIDS: Manual (27 pages)
Answer Form
Key
Profile

F. SUBTESTS: ----

II. Practical Considerations

A. COST: —

B. FORM & LAYOUT:

Form R consists of 90 items arranged in two columns per page. It is neat, concise and appealing.

C. ITEMS & THEIR COVERAGE:

Detailed description of the test development is available in Trickett & Moos (1973). In brief, Form R was derived from three preceding forms (A,B & C)

Each item was devised to assess characteristics of classroom environment.

The test examines nine areas of the environment:

1) Involvement - measures students' participation, attention, and motivation

2) Affiliation - examines the degree of friendship among students

3) Teacher support - assesses the teachers' concern, help and friendship towards students

4) Task orientation - looks at the extent to which completion of task is stressed

5) Competition - measures students competition for grades, etc.

6) Order and Organization - assesses students behaving in an orderly and polite fashion; and organization of classroom activities

7) Rule clarity - measures the emphases on clearcut rules and consequences

8) Teacher control - measures discipline and management

9) Innovation - measures degree to which students' input is used and amount of unique techniques and activities provided by the teacher

The items are direct, to the point, and thorough.

D. CONSISTENCY: Internal consistency ranges from .67 to .86 and test-retest reliability (for a six-week interval) ranges from .72 to .90 for the nine scales. Higher test-retest figures were obtained for a shorter interval (two week).

E. VALIDITY: No information available

F. SCORES & NORMS:

This test was normed for students in 382 classrooms and teachers in 295 classrooms which are diverse on the basis of community size, racial factors, socioeconomic factors. Additional norms have been calculated in terms of subject matter of the class.

G. ADMINISTRATION & SCORING:

Administration of this test is straight forward. Directions are provided in the manual.

Scoring is done simply by using the template available and counting the number of X's that appear in each column.

III. Comments

It is this reviewer's opinion that this test can be very useful in assessing citizenship.Statements deal specifically with Respect for Others and property (i.e., 12, 18, 21, 75), participation (i.e., 1, 10, 10, 28, 73.....) and respect for authority and rules (i.e., 7, 15, 16, 17, 33, 34.....)

It seems that this test if revised slightly to reflect individual students behavior and attitudes by providing "I" statements could be a most effective tool.

Cooperative Social Studies Tests

Grades 7-8, 10-12

Decision

This set of tests are excellent candidates for use in assessing some aspects of citizenship. A number of points should be noted for future reference.

1. The subtests are self-contained facilitating their selective use;
2. The test-retest reliability is not given;
3. Two forms of the test are available;
4. No validity information is given;
5. Although tables are presented demonstrating that items test knowledge, understanding and analysis the reviewers believe that in actuality students must respond at the recall level for most items.

I. General Information

A. TITLE: Cooperative Social Studies Tests

B. AUTHORS: Marry Berg, Madolyn Brown, Phillip Cohen, Elaine Cook, Maxine Dunfee, Pierson Fellows, Edwin Fenton, Justin Galford, Nell Mebert, John Klousia, Rudolph Lea, Mary Lou Mortlock, Jack Reiter, Marie Stinson

C. PUBLISHER: Educational Testing Service

D. FORM & SUBTESTS:

Form A - Civics (1964, 11 pages)
Form A - American History (Sr. High School) (1964, 10 pages)
Form A - American History (Jr. High School) (1964, 9 pages)
Form A - World History (1964, 11 pages)
Form A - American Government (1964, 10 pages)
Form A - Modern European History (1964, 10 pages)
Form A - Problems of Democracy (1964, 11 pages)
Form B - not available for review

II. Practical Considerations

A. COST:

Tests	$6.00/pkg. of 20
Answer Sheets	$4.00/pkg. of 100
Scoring Stencils	$1.25/pkg. of 10
Series Manual	$2.00
Student Bulletins	$3.00/pkg. of 100
Specimen Set	$3.00
SCRIBE Scoring & Statistical Analysis	$.35/test

These costs are the same for all subtests.

B. ADMINISTRATION:

These tests are to be administered to students in the 7th through 12th grades. The test is to be administered in groups and takes 40 minutes. Five to ten additional minutes must be added for distribution of materials.

C. FORMAT & LAYOUT:

Each test is in an individual booklet. The tests consist of multiple choice items. The items are presented in two columns on each page and are numbered consecutively from top to bottom. They are well spaced and the choices for each question are clearly marked with bold face letters. However, confusion may result from the fact that every other item is lettered F,G,H,J rather than A,B,C,D.

D. ITEMS & THEIR COVERAGE:

The test items were developed to cover seven major areas of junior and senior high school social studies curriculum - American History, Civics, World History, American History, Modern European History, American Government and Problems of Democracy.

A pool of 2,000 items were developed by teachers of junior high and up. The items were then reviewed and revised and categorized so that the nature and scope of each test was congruent with current social studies curriculum.

Item difficulty averages about .45.

The three tests most relevant to this study are:

1) American Government
2) Civics
3) Problems of Democracy

The American Government Test covers national government, state and local government, citizenship, and political participation; government services, controls and finances; national defense and international relations.

III. Normed Technical Excellence

A. RELIABILITY:

Reliability has been computed by the Kuder-Richardson Formula 20. The reliability for four tests was .90. One test showed a reliability of .91 and the other two showed a reliability of .88 and .87.

B. VALIDITY:

No validity data are presented except that content experts developed the items.

C. SCORES & NORMS:

Norming is fully described in the handbook.

D. ADMINISTRATION & SCORING:

No special training other than the handbook is required in order to administer this test.

The materials needed are No. 2 pencils, tests, answer sheets and a timer.

Scoring can be done by hand or by machine. Directions are provided in the handbook.

IV. Comments

These tests are excellent standardized achievement test. The tests on American Government, Civics, and Problems of Democracy are most applicable to a study of citizenship. These tests deal with specific information regarding these areas and many require that the students interpret facts and apply some relevant concepts. However, the tests do not measure attitudes, skills, or behavior and participation.

See Buros' Seventh MMY for the most recent published reviews of this instrument.

Cooperative Topical Tests in American History

High School

Decision

These eight chronological tests received a generally positive review. Although they should be examined more closely once definitions of citizenship are developed, several points should be kept in mind:

1) Most items require only knowledge recall;
2) Each of the eight tests contains 60 items making the administration of all of them an impossibility;
3) No other forms of the test are available;
4) Norms are not presented by age or grade levels;
5) Test 8 (after WWII) is dated; and,
6) The chronological structure of the tests makes their use flexible.

I. General Information

A. TITLE: Cooperative Topical Tests in American History

B. AUTHORS: Dolores Ahrens, Dana Kurfman, Frances Sweneford, Donald Tusman, Mary Berg, Earl Clemens, Donald Cole, Wayne Frederick, Clark Moore

C. PUBLISHER: Educational Listing Service - previously
Addison-Wesley Publishing Company - presently

D. FORM & SUBTESTS:

Test 1 - Exploration, Colonization & Independence 1450-1783 (1963, 7 pages)

Test 2 - Foundations of American Government 1781-1801 (1963, 6 pages)

Test 3 - Growth of Nationalism & Democracy 1801-1840 (1963, 7 pages)

Test 4 - Expansion, Civil War and Reconstruction 1840-1877 (1963, 7 pages)

Test 5 - Development of Industrial America 1865-1898 (1963, 8 pages)

Test 6 - Imperialism, Domestic Reform & the First World War 1898-1920 (1963, 7 pages)

Test 7 - Prosperity, Depression, and the New Deal 1920-1940 (1963, 8 pages)

Test 8 - The Second World War and After (1963, 8 pages)

E. OTHER TECHNICAL AIDS: Hand Scoring Key, Handbook (1965, 30 pages)

II. Practical Considerations

A. COST:

Set of 8 tests	$7.25/pkg. of 10
Set of Keys	$1.00
Handbook	$2.00
Specimen Set	$3.00

B. ADMINISTRATION:

These tests are timed. Each test is alotted 40 minutes. The test is to be administered to groups of senior high school students. They have been designed to be used as instructional materials and for the purpose of evaluation; therefore, there are no prescribed procedures.

C. FORMAT & LAYOUT:

Each test consists of 60 multiple choice items which are arranged in two columns per page and are numbered consecutively top to bottom. The test is printed in blue ink which is distracting. The test seems to be overcrowded.

Charts and graphs are clear and concise; however, pictures tend to be blurred.

III. Normed Technical Excellence

A. ITEMS & COVERAGE:

The test items were developed to test the knowledge of senior high school students of American History. Each test covers a specific time span of history. The tests were developed according to predominant current curriculum and teaching practices . Coverage is comprehensive and is balanced with attention to chronology, maps, personalities, etc.

The items range in difficulty from simple recall to the ability to make clear distinctions between various aspects of the material being discussed and to interpret various information. No specific figures are available,however, some items were answered correctly by 22% while on other items 100% of the students answered correctly . Most items were answered correctly by between 60-90% of the students.

B. VALIDITY:

The test was designed to adequately sample the various subject matter being taught presently in high schools around the country. Thus, content validity should be high. However, since courses vary greatly, validity needs to be assessed with respect to the material being taught in any given instance.

C. RELIABILITY:

Reliability has been computed using Kuder-Richardson Formula 20. Tests 1, 2, and 7 had a reliability of .89. Test 3 had a reliability of .91. Tests 4,6 and 8 had a reliability of .90 and Test 5 had a reliability of .87.

D. SCORING & NORMS:

According to the Handbook, the norms are based on eight classes from scattered geographical regions representing urban, non-urban, public, independent and Roman Catholic schools. Half of these classes were college preparatory and the other half were in general curriculum classes. Norming took place throughout the 1963-64 school year.

E. ADMINISTRATION & SCORING

The handbook provides sufficient information regarding administration, scoring and interpreting scores.

Students write answers directly in the test booklets. No other materials are needed.

IV Comments

The test examines knowledge and recall. It does not require students to analyze, interpret or hypothesize. Nor do items illustrate skill, behavior, or attitudes. They also do not reflect various social issues or problems. I found no items to illustrate citizenship qualities aside from a general knowledge of U.S. history. The test is also outdated.

In addition, test booklets are not reusable.

See Buros' Seventh Mental Measurements Yearbook for the most recent published reviews of this instrument.

Demos D. (Dropout) Scale
Grades 7-12
Decision

This test does not appear to be useful for measuring any aspect of citizenship. As stated in the review, it has not been put to any significant use in research or evaluation studies. In addition, no reliability or validity data are provided and the norm sample is small. As Gordon states in his review in the Seventh MMY: "The DDS has nothing to recommend its use for any professional purpose. Not only is its supporting material technically deficient, but little care appears to have gone into its preparation" (p. 132).

I. General Descriptive Information

A. TITLE: The Demos D (Dropout) Scale: An Attitude Scale for the Identification of Dropouts

B. AUTHORS: George D. Demos, Ph.D.

C. PUBLISHERS: Western Psychological Services

D. FORMS: N/A one answer form (4 pages, 1965)

E. MANUALS AND OTHER TECHNICAL AIDES: One manual (1970, seven pages plus test)

F. SUBTESTS: None, 1 test, 29 items

G. VARIABLES TO BE MEASURED:

The test is designed to measure student attitudes; specifically how those attitudes predict the probability of the students dropping out of school.

The test yields five attitude scores: teachers, education, peers and parents, school behavior and total score.

Despite claims of the author, this test has not been put to any significant use in any research or evaluation studies.

One reference has been sited through 1971 Chedekel, David Selwin. "The Levels of Anxiety and Self-Actualization in Drop-out Prone Ninth Grade Boys." Doctor's thesis, Boston University (Boston, MASS.) 1971.

II. Practical Considerations

A. COST OF TEST: manual and 25 tests = $7.50
25 tests = $6.50
manual = $1.50

B. SCORING COSTS: hand-scorable

C. ADMINISTRATIVE USABILITY:

The test is designed to be self-administered. Questions are designed to be understood by any subject with at least a fifth grade reading level. Only if the examinee has a reading level below this would it become necessary to administer the test.

The test takes approximately 10 to 40 minutes to take. It can be given individually or in a small or large group.

D. FORMAT AND LAYOUT

Items are designed to be answered: nearly always, most of the time, sometimes, very few times, and nearly never. Answers are to be circled.

The items are well spaced and blocked off down the page. Print is highly readable.

The answer sheet is designed so the items can be easily scored and divided into the various item scores. This is an advantage to those giving the test, but it is also a disadvantage as it would not be hard for the individual taking the test to figure out the scoring system.

III. Normed Technical Excellence

A. RELIABILITY

No statistics are given for reliability. The author states that tests of this kind require expressions of feelings and when these expressions are given, the reliability is high. He makes reference to Riker's Research on the Development of Attitudinal Scales (in general, not specifically the DDS) which showed retest reliability coefficients of currelation ranging from +.50 to +.86.

B. VALIDITY

No statistics are given for test validity. The same argument is given as for reliability.

C. ITEMS

The test is designed for students, grades 7 through 12.

The norm sample is small; a total of 177 students. This breaks down to 105 anglo-American boys and girls selected at random from various schools constituting the non-dropout group, 30 boys in a juvenile hall, and 42 high school dropouts (30 boys, 12 girls).

Mean scores are given for separate items and total scores for each of these groups. The author claims significant differences between 70 total scores in the dropout - nondropout groups, but no values are given.

IV. Comments

No statistics are given for test reliability or validity. The norm sample is small. In defending the validity and reliability of the test the author presupposes that those taking the test will give honest reflections of their feelings when answering. The test is short and the attitudes it measures could be more accurately determined by interviewing the student.

The students in the non-dropout sampling achieved scores which indicated a 50 in 100 chance of dropping out. The students in the dropout sampling had mean scores indicating a 70 in 100 chance of dropping out. This reviewer feels that this test is not any more valid a predictor of the potential to dropout, than simple observation of student behavior.

The only way the test touches any of the criteria for citizenship, is in one or two questions that relate to responsibility in getting an education. It is felt that they would not be of particular value in identifying citizenship.

V. References and Related Reports

This test has not been used in studies to investigate citizenship. The author states that the test is only to be used in conjunction with other diagnostic procedures. This test is to be used to identify students with negative attitudes towards school so intervention procedures may be initiated.

See Buros' Seventh Mental Measurements Yearbook for the most recent published reviews of this instrument.

Early School Personality Questionnaire

Ages 6-8

Decision

The ESPQ should not and cannot be used as it presently exists to measure citizenship. In fact, only one of the thirteen factors, Factor G (Disregards rules vs. Conscientious), appears to be related. But an examination of the questions that comprise this scale indicates that they lack face validity and so cannot be expanded or adapted.

The ESPQ is still considered a "research edition" with poor reliability and validity data reported. It is recommended that this instrument not be used to assess any aspect of citizenship.

I. Descriptive Information

A. TITLE: Early School Personality Questionnaire (ESPQ)

B. AUTHORS: Richard W. Coan, Raymond B. Cattell

C. PUBLISHERS: Institute for Personality and Ability Testing (IPAT)

D. FORM: Form A (parts A_1 and A_2) (1976) 80 items each

E. MANUAL AND TECHNICAL AIDS:

Test for Oral persontation
Answer booklet - 4 pages
Guidebook - 19 pages
Profile - 1 page
Key

F. VARIABLES MEASURED:

This test looks at thirteen scales:

(1) Reserved (detached, critical, aloof, stiff) vs. Warmhearted (outgoing, easy-going, participating)

(2) Dull, concrete thinking vs. Bright, abstract thinking

(3) Affected by feelings - emotionally less stable, easily upset vs. Emotionally Stable - mature, faces reality, calm

(4) Undemonstrative - deliberate, inactive, stodgy vs. Excitable - impatient, demanding, overactive, unrestrained

(5) Obedient - mild, easily led, accomodating, docile vs. Dominant - assertive, aggressive, stubborn

(6) Sober - prudent, serious, taciturn vs. Enthusiastic - happy-to-lucky, heedless

(7) Disregards rules - expedient vs. Conscientious - persistent, moralistic, staid, rule-bound

(8) Shy - timid, threat-sensitive vs. Venturesome - socially bold, uninhibited, "thick-skinned"

(9) Tough-minded - rejects illusions vs. Tender-minded - sensitive, dependent, over-protected

(10) Vigorous - like group action, zestful vs. Doubting - circumspect individualism,guarded, reflective, internally restrained

(11) Forthright - natural, artless, sentimental vs. Shrewd - calculating, canny, sharp

(12) Self-assured - complacent, secure, confident vs. Guild-prone - apprehensive, insecure, worrying, self-reproaching, troubled

(13) Relaxed - tranquil, torpid, unfrustrated vs. Tense - frustrated, driven, overwrought

II. Practical Considerations

A. COST:

Test	$.25	
Answer Booklets	$5.00	pkg. of 25
Set of Keys	$2.50	
Profiles	$2.00	pkg. of 50
Guidebook	$.50	

Tape available for administration

B. ADMINISTRATION:

This test is to be administered orally to groups of no more than 20-30 students at one time. The test is to be administered in two sessions of approximately 30-50 minutes each. The test is designed for children from 6-8 years old.

C. FORMAT & LAYOUT:

The format and layout of the test is clear and concise. The items are numbered from top to bottom in two columns per page. The answer page is also neat and concise with two columns per page. The pictures used are recognizable and appealing. The answer sheet requires no reading and is thus appropriate for the age group for which it was designed.

III. Normed Technical Excellence

A. VALIDITY:

Inadequate validity data are presented in an obscure fashion in the test manual. Validity is assessed by correlating factor scores (obtained using factor analysis) and subtest scores. How this establishes validity is not discussed.

Two articles that are cited are described in very sketchy detail making it impossible to assess their relevance.

B. ITEMS:

The test consists of 80 items which cover the thirteen scales described previously. No information about item development was given in the manual.

C. CONSISTENCY:

Little data has been reported. The consistency of each scale needs to be evaluated on the basis of test-retest, equivalence and homogeneity.

D. NORMS:

Major variables include sex and age . The sample group consisted of 827 boys and 826 girls ranging in age from 7-8.

E. SCORING:

Scoring is done with a stencil which is placed over the answer sheet. Raw score is obtained by counting the marks that appear in the appropriate holes. The raw score is then converted to score on a common item scale.

IV. Comments

This is a personality test and it is therefore uncertain if it can be used to accurately predict behavior. In addition, this test examines a wide variety of factors and it has been questioned whether or not any factors are examined with precision. One critic of the test also pointed out that some of the factors are not clearly distinguishable by this instrument in its present form (primarily C-3, D-4, H-8, O-13 and Q-14). It is this reviewer's opinion that this test would not be appropriate for these purposes.

Critics: Jacob O. Senes
Robert L. Thorndike
Lovich C. Miller

See Buros' Seventh MMY for these three recent reviews of this instrument.

The Ego-Ideal and Conscience

Development Test

Ages 12-18

Decision

Although the purpose of this instrument is highly related to many aspects of citizenship, several aspects make it undesireable to use in its standardized form.

1) The test takes approximately 50 to 60 minutes to administer because students are asked to do a large amount of reading.

2) Only average internal consistency estimates are reported for the total test and no test-retest reliabilities are reported.

3) Little validity data are reported.

4) The items ask students to take the perspective of children of different sexes and different ages. (I believe that the conflict of the situation is sufficient to test ego-ideal and conscience development.)

The item format of this instrument suggests a possible way to examine certain aspects of citizenship. The format consists of a relevant conflict situation with some realistic alternatives. The items should be examined more closely.

I. General Descriptive Information

A. TITLE: The Ego-Ideal Conscience Development Test (EICDT)

B. AUHTORS: R. N. Cassell

C. PUBLISHERS: Monitor

D. FORMS: A & B (Ages 12 to 18)

E. MANUAL AND OTHER TECHNICAL AIDS: Manual (15 pages)
Test Booklet (10 pages)
Profile (2 pages)
Separate Answer Sheet (must be used)

F. SUB-TESTS: None

G. VARIABLES TO BE MEASURED:

The EICDT is designed to be a measure of conscience. How an individual feels about a matter of conscience, as shown by their answers to some typical life situations, is compared to the mainstream of society. These matters of conscience or ego-ideals have been divided by the author into eight categories: home and family, inner development, community relations, rules and law, school and education, romance and psychosexual, economic sufficiency and self-actualization.

The EICDT is designed to assess the disparity of conscience between an individual and the mainstream of society. A disparity which the author states is often the basis for crime and delinquency. Therefore, the EICDT is to be used in the prevention, correction, and control of crime and delinquency.

II. Practical Considerations

A. COST OF TEST:

35 tests	$21.00
35 answer sheets	2.00
scoring stencil	2.00
35 profiles	3.50
manual	2.00

B. SCORING COSTS:

Although adaptations can be made for machine scoring, the test is hand-scorable.

C. ADMINISTRATIVE USABILITY:

The test takes approximately 50 to 60 minutes and may be given individually or in small or large groups. Although an administrator may be on hand to read over the instructions, the test is designed to be self-administering. It can be understood by anyone with at least a sixth grade reading level.

D. FORMAT AND LAYOUT:

Items are numbered down the page in two columns. The questions are multiple choice, "A" through "E". Items are well-spaced, but print in the test booklet is somewhat small.

Questions on the answer sheet are well-spaced with large numbers. There should be no confusion marking the answers.

III. Normed Technical Excellence

A. RELIABILITY:

Internal consistency reliability was computed by three modifications of the K-R Formula 20; Kuder-Richardson, Cronback Alpha, and Horst. Reliability is around .85 for the total score, but drops to anywhere from .72 to .20 for part scores. The reliability scores are divided among different groups that took the test with the highest reliability scores being received by upper division college students and the lowest by a delinquent group.

Statistics for parallel reliability are similar to those for internal consistency.

B. VALIDITY:

Some studies have been made to compare EICDT scores with intelligence, school achievement, nursing training success, but the author relates that the samples have been too small to report the finding. The author states that findings have been positive, but the few sample statistics that are given do not bear this out.

No effort has been made to establish predictive validity. There are plans to seek this data through a study of probation and parole success of delinquents.

C. ITEMS:

There are 80 questions on the test; 10 in each area. The answer that most reflects the mainstream of society scores a point. An average score for each area is six and 47 is the average for the total score.

The test is designed to present typical life situations for youths 12 to 18 years of age. The normative data was established on individuals 12 to 60, including groups such as registered nurses, delinquents and PTA parents as well as high school students.

IV. Comments

The EICDT has numberous flaws. The categories of ego-ideals and those situations that measure those ideals are primarily a matter of the author's judgment. The items themselves do not always provide adequate measures of the variables. Subjects are asked to assume that they are different ages or sexes for various questions. One reviewer of the test suggested that each of the eight variables measures basically the same thing.

The EICDT has not been used in any citizenship studies. It is a test that measures moral development and thus is a measure of attitude. The EICDT has been used in studies of delinquency.

Categories such as "rules and law" would seem to fit into the core citizenship categories, but a perusal of all the items indicates that no one particular category on the EICDT is entirely appropriate. Questions that could be adapted are 21, 23-25, 29, 34, 36-38, 44, 63 and 78. These relate to situations where rules have been broken and the individual is asked to select the proper course of action.

V. Reference and Related Reports

The Seventh and Eighth Mental Measurements Yearbook and Tests in Print II were used in constructing this review.

Inferred Self-Concept Scale
Grades 1-6
Decision

This instrument has several positive attributes and several negative. The positive are that: it is brief; it is easily administered to teachers and counselors who know elementary school children; and, it has reasonable test-reliability. However, the manual does not report validity or norm data. These are, of course, serious weaknesses. Its use as a research instrument should be considered.

I. General Descriptive Information

A. TITLE: Inferred Self-Concept Scale

B. AUTHORS: E.L. McDaniel, PH.D.

C. PUBLISHERS: Western Psychological Services

D. FORMS: One form (grades 1-6)

E. MANUAL AND OTHER TECHNICAL AIDS: Manual (1973, 13 pages)
Test (1973, 2 pages)

F. SUBTESTS: None

G. VARIABLES TO BE MEASURED:

The ISCS is designed to measure the self-concept of elementary students with the basic assumption that self-concept can be inferred by behavior.

The author states that the scale has two primary uses: individual evaluation and research. Since someone who knows the child completes the ISCS, culturally different children are not penalized due to verbal ability or test experience.

II. Practical Considerations

A. COST OF TEST: kit, 100 tests and manuals = $10.50
100 tests = $8.50
manual = $3.00

B. SCORING COSTS: The test can be hand-scored by the administrator.

C. ADMINISTRATIVE USABILITY:

The ISCS takes approximately three to five minutes to complete.

The individual who administers the test fills out the ISCS and the only criteria necessary is that the administrator is familiar with the child's behavior in school. The administrator would probably be a counselor or classroom teacher.

D. FORMAT AND LAYOUT

The items are numbered down the page with a scale of 1 to 5 on the right hand side. This scale correlates with "Never, Seldom, Sometimes, Usually and Always." The scoring for the positive qualities and negative qualities is reversed. This requires the examiner to take extra care when tabulating the total score.

The print is small, but the layout is not confusing.

III. Normed Technical Excellence

A. RELIABILITY

Test-retest reliability coefficents were all found to be significant beyond the .01 level.

Split-half reliability coefficients between the sum of the 15 odd-numbered items ranged from .86 to .90.

B. VALIDITY

The author states that the item selection procedure is an example of content validation. Eight judges checked a list of 100 items relating to self-concept for those items they felt would be most useful to teachers. The author selected the 30 items which had been checked by at least three-quarters of the judges for the ISCS.

When discussing construct validity, the manual states that there is little basis for comparison between this test and other tests of self-concept.

C. ITEMS

For each item on the test a particular concept is given (example: Self-Confidence) and then a list of behaviors that illustrate this concept follows (example: Initiates Activities, Plays Without Direction.) The person completing the scale is asked to rate the child and from each rating a numerical score is derived which adds up to a total score.

There are no real norms given. A rating of 30 is on the Socially Undesirable end and a rating of 150 is Socially Desirable.

IV. COMMENTS

The ISCS has had very limited use. It does not correlate with other factors such as ability. A previous reviewer felt that ISCS should not be used as a test, but as another source of data about a child.

The ISCS is a measure of both behavior and attitude of young children.

V. REFERENCES AND RELATED REPORTS

The ISCS has not been used in any citizenship studies.

References used to construct this review were the Eighth Mental Measurements Yearbook and Tests in Print II.

Jesness Behavior Checklist

Ages 10 and Over

Decision

This instrument appears to have several scales that measure aspects of citizenship behavior, e.g., scales 3 and 4. An advantage of the scale is that data can be collected from two perspectives -- self-report and independent observer. Another in that it takes little time to administer. The major disadvantages of the instrument are the poor norms, the low stability coefficients and the insufficient validity data. The items in the JBC should be considered, however, for use in the assessment of citizenship.

I. General Information

A. TITLE: Jesness Behavior Checklist

B. AUTHORS: Carl F. Jesness, Ph.D.

C. PUBLISHERS: Consulting Psychologists Press, Inc. 1971

D. FORMS: Observer Form (1970, 4 pages), Self-Appraisal Form (1970, 4 pages)

E. MANUAL AND OTHER TECHNICAL AIDS: Profile sheet (1 page)
Manual (1971, 32 pages)

F. SUB-TESTS: None

II. Practical Considerations

A. COST:

Test Booklets	$4.25 per 25
Scoring Stencils	$4.00 per set
Profiles	$1.75 per 25
Manual	$2.25
Scoring Service	$1.40 per test
Specimen Set	$12.75

B. ADMINISTRATIVE USABILITY:

It takes from 10-20 minutes to fill out each of the two parallel forms.

C. FORMAT AND LAYOUT:

In general, the format is neat and clear. The items are numbered down the page in two columns on two pages. Five boxes are provided for each item in which to mark a response.

D. ITEMS AND THEIR COVERAGE:

The test items were developed by the use of the critical incident technique in which the descriptions of 15,000 behavioral incidents were summarized and evaluated on the basis of frequency. Cluster analysis and factor analysis were then used to make revisions.

These are 80 items in each form measuring 14 hipolar behavioral factors. These are: unobtrusiveness vs. obtrusiveness, friendliness vs. hostility, responsibility vs. irresponsibility, considerateness vs. inconsiderateness, independence vs. dependence, rapport vs. alienation, enthusiasm vs. depression, sociability vs. poor peer relations, conformity vs. non-conformity, calmness vs. anxiousness, effective communication vs. inarticulateness, insight vs. unawareness and indecisiveness and social control vs. attention-seeking and anger control vs. hypersensitivity.

III. Normed Technical Excellence

A. RELIABILITY:

Reliability was assessed by 1) correlating the scores on the same test after an elapse of seven months and 2) correlating scores of two sets of tests given at the same time and 3) correlating the independent ratings obtained from two or more different raters.

The test-retest coefficients ranged from a low of .09 to a high of .51 with a median of .42. Later-rater reliability ranged from .57 to .36.

B. VALIDITY:

Extensive data on validity is not available. Validity techniques suggested by Campbell and Fisk (1959) were used to the effect that ratings of the same trait by different raters should correlate higher than ratings of different traits by the same rater. The extent of this analysis is inadequate.

C. SCORE AND NORMS:

Directions for scoring the checklist are presented on the rating sheet and in the manual.

The original norms are based on the ratings of 2,114 youths from 13-21 years old who were either on probation or identified as delinquent, a rather restrictive group. Age and sex are the two major variables.

IV. Comments

This test requires that the observer have sufficient opportunity to observe the student before completing the rating checklist. It would also require that the ratings: almost never, not often, sometimes, fairly often, and very often be more specifically defined in terms of frequency.

Content seems to be behavioral and appropriate for youths ages 10 and up and many of the statements are appropriate and related to citizenship.

See Buros' Eighth MMY for the most recent published reviews of this instrument.

The Jesness Inventory

Disturbed Children & Adolescents 8-18, Adults

Decision

Based on the reviews, this instrument does not appear to be useful for measuring aspects of citizenship. It:

1) Does not measure personality changes adequately; and is

2) Designed for use by disturbed children and adolescents (not a normal population).

For a discussion of these and other drawbacks, see the "comments" section of the commissioned review.

I. General Information

A. TITLE: The Jesness Inventory

B. AUTHORS: Carl F. Jesness, Ph.D.

C. PUBLISHERS: Consulting Psychologists Press

D. FORMS:

One form (1962, 4 pages) two levels
Disturbed Children and Adolescents, ages 8-18
Adults (Experimental Form) 1972, 4 pages

E. MANUAL & OTHER TECHNICAL AIDS:

Manual (1972, 34 pages) Revised
Profile (1962, 2 pages)

F. SUBTESTS: One test

G. VARIABLES TO BE MEASURED:

The Jesness Inventory gives 11 scores: social maladjustment, value orientation, immaturity, autism, alienation, manifest aggression, withdrawal, social anxiety, repression, denial, and a social index.

The test was developed as part of a five-year research program on delinquency. A measuring device was needed to evaluate the effects of a treatment program. The test measures changes of attitude, classifies personality types and has an index of tendencies predictive of social and personality problems. The manual states that thought designed for use by delinquents, the scales may be a useful tool for evaluation of adolescents and children in a variety of settings.

II. Practical Considerations

A. COST:

25 Tests	$4.00
50 sets of answer sheet & profile	$5.00
scoring stencils	$4.00
manual	$3.00
specimen set	$3.25

B. SCORING COSTS:

Scoring service = $1.40 or less per test. Test may also be handscored.

C. ADMINISTRATIVE USABILITY:

The test can be taken in 20-30 minutes. It can be given individually or in a large or small group. The manual mentions tapes for administration; however, there is some question as to whether tapes are available at this time. The administrator reads some brief, preliminary instructions and then the examiner reads and answers the test questions. The questions are designed to be able to be read by an 8-year old child. Although the lan-

guage of the questions is simple, this reviewer wonders whether all 8-year olds, particularly delinquent 8-year olds, would be able to read it.

D. FORMAT & LAYOUT:

On the test booklet items are numbered down the page. The quality of print and layout are good. The answer sheet is also layed out in such a way that is easy to use and the chance of error is minimal. The profile may be difficult to obtain by handscoring.

III. Normed Technical Excellence

A. RELIABILITY:

Based on odd-even items, the reliability coefficients have been determined separately for all of the scales, except asocial and range from .62 to .88. Test-retest stability has been similarly divided and yielded coefficients ranging from .40 (alienation) to .79 (social maladjustment and value orientation).

B. VALIDITY:

Validation data is presented for each scale separately and consists of correlations with the "California Psychological Inventory" and data from samplings of two delinquent groups. The correlation between the Jesness Inventory and the behavior of the delinquent groups is very vague.

C. ITEMS:

The test consists of 155 true or false items. These constructs were derived by group criterion methods, cluster analysis, and discriminant analysis. The test was devised for male and females. However, normative samples were based more on males, especially at the lower age levels where few girls are judged delinquent and turned over to the state authorities.

The adult form of the inventory is in the experimental stage and has no manual or norms.

IV. Comments

The Jesness Inventory has received mixed reviews. An early review was quite negative. A later review, after the revised manual, was generally positive although it did mention some flaws.

Criticism has been lowered at the asocial scale which includes data from all scales and is based on a regression equation which combines attitude syndromes and personality traits into an index to predict delinquency. There are no statistics on predictive validity; however, the author cautions that the test only measures tendencies towards traits exhibited by delinquents and not recidivism itself.

One reviewer did not feel that the author achieved the development of an instrument to measure personality changes and personality reliably, but nevertheless saw the inventory as a valuable tool in the study of delinquents if used in conjunction with other measures.

The Jesness Inventory measures attitudes. It is of little or no use in a citizenship study. The personality traits measured are too indicative of asocial behavior. Those scoring high on the scales of this test are probably bad citizens, but those scoring low may not necessarily be good ones. Even individual items would be hard to adapt. For example, item #9 asks "most police will try to help you" (true or false). No matter how it is answered, citizenship qualities are not evaluated and this item is an example of one of the closest to the citizenship criteria.

V. References and Related Reports

The Jesness Inventory has not been used in any citizenship studies. It has been used in studies of delinquency,correctional institutions, and vocational rehabilitation programs.

References used to construct this review were Buros' Seventh and Eighth Mental Measurements Yearbook.

Jr. - Sr. High School Personality Questionnaire
Ages 12-18
Decision

Ages 7-15

A number of problems immediately surface upon examining the instrument, its manual and the reviews included:

1) each form takes 40-50 minutes to administer and to obtain reasonable reliability, two or more forms are recommended;

2) items for each scale are not grouped indicating that use of only a portion of the test would require retyping; and,

3) although without an answer key (which was not included in the specimen set) one cannot tell to which scale an item belongs, many items on face value seem unrelated to citizenship.

This instrument received negative reviews in Buros. It appears that it has poor technical characteristics and has little value in the measurement of the various aspects of citizenship.

I. General Descriptive Information

A. TITLE: Jr.-Sr. High School Personality Questionnaire ("HSPQ")

B. AUTHORS: Raymond B. Cattell and Mary D.L. Cattell

C. PUBLISHER: Institute for Personality and Ability Testing (IPAT)

D. FORMS: Form A, B. C, D

E. MANUAL AND OTHER TECHNICAL AIDES: Manual (1973, 24 pages)
Test Profile (1973, 1 page)

F. SUBTESTS: Not divided into subtests but yields the following 14 primary factors:

(a-1) reserved vs. warmhearted
(b-2) dull vs. bright
(c-3) affected by feelings bs. emotionally stable
(d-4) undemonstrative vs. excitable
(e-5) obedient vs. assertive
(f-6) sober vus. enthusiastic
(g-7) disregards rules vs. conscientious
(h-8) shy vs. adventurous
(i-9) tough-minded vs. tender-minded
(j-10) zestful vs. circumspect individualism
(0-11) self-assured vs. apprehensive
(q2-12) sociably group-dependent vs. self-sufficient
(q3-13) uncontrolled vs. controlled
(q4-14) relaxed vs. tense

Four second-order factor scores:

(1) introversion vs. extraversion
(2) low anxiety vs. high anxiety
(3) tender minded emotionality vs. tough poise
(4) dependence vs. independence

G. VARIABLES TO BE MEASURED:

1.

(a) reserved (detached, critical, aloof, stiff) vs. warmhearted (outgoing, easygoing, participating)
(b) less intellegent (concrete-thinking, of lower scholastic mental capability) vs. more intelligent (abstract-thinking, bright, of higher scholastic mental capacity)
(c) affected by feelings (emotionally less stable, easily upset, changeable, of lower ego strength) vs. emotionally stable (mature, faces reality, calm, of higher ego strength)
(d) undemonstrative (deliberate, inactive, stodgy, phlegmatic) vs. excitable (impatient, demanding, overactive, unrestrained)
(e) obedient (mild, easily led, accommodating, submissive) vs. assertive (competitve, aggressive, stubborn, dominant)
(f) sober (taciturn, serious) vs. enthusiastic (heedless, happy-go-lucky)
(g) disregards rules (expedient, has weaker superego strength) vs. conscientious (persistent, moralistic, staid, has stronger superego strength)

(h) shy (timid, threat-sensitive) vs. adventurous ("thick'skinned", socially bold)
(i) tough-minded (rejects illusions) vs. tender-minded (sensitive, clinging, over-protected)
(j) zestful (likes group action) vs. circumspect individualism (reflective, internally restrained)
(o) self-assured (placid, secure, complacent, untroubled) vs. apprehensive (self-reproaching, insecure, worrying, guilt prone)
(q-2) sociably group-dependent (a "joiner" and sound follower) vs. self-sufficient (prefers own decisions, resourceful)
(q-3) uncontrolled (lax, follows own urges, careless of social rules, has low integration) vs. controlled (socially-precise, self-disciplined, compulsive, has high self-concept control)
(q-4) relaxed (tranquil, torpid, unfrustrated, composed) vs. tense (driven, overwrought, frustrated, fretful)

2. Uses: prediction of school achievement, vocational fitness, danger of delinquency, likelihood of leadership qualities, need for clinical help in avoiding neurotic conditions.

II. Practical Considerations

A. COST OF TEST:
$8.00 per 25 tests
$5.00 per 50 OpScan answer sheets
$3.50 per 50 hand-scored answer sheets
$4.00 per 50 hand-scored answer-profile sheets
$2.75 per 50 profiles
$2.80 per scoring stencil
$2.50 per norms supplement
$1.60 per manual
$5.00 per handbook

B. SCORING COSTS: OpScan scoring service $1.35 or less per test,
Computer interpretation service $5.00 or less per subject

C. ADMINISTRATIVE USABILITY:

1. Administration Time: 40-50 minutes for form. The authors strongly advise using at least the A and B forms, and, whenever time permits, all four forms for maximally reliable evidence.
2. Group administration
3. Training of Administrators: No special training

D. FORMAT AND LAYOUT:

1. Visual Organization: 142 multiple choice questions
2. Quality of Print: Black type on green page, good quality, 2 columns per page
3. Recording Answers: Answers recorded on separate answer sheet by filling in the appropriate space. Answer book is 7 pages, answers (options) are in bold face print in answer book.

III. Normed Techinical Excellence

A. RELIABILITY:

1. Test-retest

	Form	Range of Subfactors	
Immediate	A + B	.85 - .96	Average of 3 groups of 90 to 110 high school juniors
	A or B	.74 - .91	
Retest after one day	A + B	.83 - .93	
	A or B	.72 - .88	
Retest after six months	A + B	.68 - .79	120 ninth graders
	A or B	.55 - .69	
Retest after one year	A + B	.51 - .80	162 and 169 eighth graders
	A or B	.38 - .69	

2. Internal Consistency

	Range of Subfactors
Split half	.20 - .43

3. Alternate Form

	Range of Subfactors	
A with B	.31 - .71	399 girls
C with D	.35 - .75	
A with B	.18 - .68	405 boys
C with D	.25 - .75	

B. VALIDITY:

1. Content: gives an objective analysis of the individual personality. It measures 14 dimensions or traits which are said to cover the total personality.

2. Construct: multiple correlations between items in each scale and corresponding pure factor :

	Range of Subfactors	
A + B + C + D	.84 - .96	399 girls
A + B + C + D	.81 - .93	405 boys
A + B	.72 - .86	200 high school boys & girls
A	.57 - .77	

3. Concurrent: no studies were reported in the manual.

4. Predictive: no studies were reported in the manual.

C. ITEMS:

Factor C affected by feelings vs. emotionally stable	Core 7
Factor G disregards rules vs. conscientious	Core 5
Factor J zestful vs. circumspect individualism	Core 1
Factor Q3 uncontrolled vs. controlled	Core 1, 3, 7

Used to test students from ages 11 or 12 through 18 years.

IV. Comments

Items which measure the recommended subfactors are unknown without the answer key which was not included in the specimen set. The items seem to be measures of behavior.

Also leadership potential (which was not defined) can be otained from this test using the following equation:

$$.2B + .2C + .1E + .4F + .4G + .4H - .2I + .1J - .40 + .4Q3 - .2Q4 - 2.2$$

(Letters refer to the factors See I.F) This may be a measure of core 3.

V. References and Related Reports

Handbook for the test containing a description and compilation of practical applications. Cattell, R.B. and Cattell, M.D. Handbook for the Jr. - Sr. High School Personality Questionnaire, "HSPQ". Champaign, IL: Institute for Personality and Ability Testing, 1969.

No studies were found using this instrument to investigate citizenship.

Manual contains a bibliographic supplement.

See Buros' Seventh MMY for the most recent published reviews of this instrument.

Metropolitan Achievement Tests: Social Studies

Grades 5-6, 7-9, 9-12

Decision

Various levels of these instruments are used by several of the participating school districts. The two major criticisms of these tests are that: 1) they are very global in nature, often emphasizing one discipline, e.g., geography, at the expense of others; and 2) the tests focus mostly on subject matter recall and recollection. One reviewer compared it negatively with the STEP achievement tests.

A final decision regarding the appropriateness of these instruments must be made after reflecting on the priorities set by the Community Citizenship Committee for that district and the availability and practicality of utilizing other instruments.

I. General Information

A. TITLE: Metropolitan Achievement Test

B. AUTHORS: George A. Prescott, Irving H. Balow, Thomas P. Hogan, and Roger C. Farr

C. PUBLISHERS: The Psychological Corporation/Harcourt Brace Jovanovich, Inc.

D. FORM: Preprimer - Form JS (1978)
Primer - Form JS (1978) , Form KS (not available for review)
Primary I - Form JS (1978) , Form KS (not available for review)
Primary II - For JS (1978) , Form KS (not available for review)
Elementary - Form JS (1978) , Form KS (not available for review)
Intermediate - Form JS (1978) , Form KS (not available for review)
Advanced I - Form JS (1978) , Form KS (not available for review)
Advanced II - Forms JS (1978) , Form KS (not available for review)

E. MANUAL & TECHNICAL AIDS: Manual available at each level (133 pages)

F. SUBTESTS: We are interested in only the Social Studies subtest.

Preprimer - ?	Elementary - 45 items
Primer - ?	Intermediate - 50 items
Primary I - 34 items	Advanced I - 55 items
Primary II - 40 items	Advanced II - ?

At all battery levels, social studies content emphasizes geography, history, economics, sociology, political science, and anthropology. Content is designed to reflect current curriculum in these subject areas.

II. Practical Considerations

A. COST: (See attached review)

All subtests of the MAT are timed. It is recommended that the Social Studies subtest be given at a separate sitting. The test requires between 35-45 minutes to administer.

B. FORMAT & LAYOUT:

In general, the format of these tests are clear, concise and appealing. They are neat and well-spaced.

The primary I and II batteries are pictorial. The pictures are easily recognizable. Items are in two columns and are numbered across the page rather than down.

The diagrams and charts in the other batteries are clear and concise. These items are in two columns per page and are numbered consecutively down the page.

C. ITEMS & THEIR COVERAGE:

These tests were developed on the basis of extensive analysis of current curricular materials - textbooks, syllabuses, state guidelines, etc.

In October, 1975, and January, 1976, 14,000 test items were on trial and 7,500 were used for the two forms.

A detailed description of this process is in the Teacher's Manual.

All items are multiple choice. Primary I & II - these subtests seem to be appropriate for children in the early elementary school years. They examine concepts of family, leadership, community members, rules, basic history, and geography knowledge and fundamental vocabulary.

Elementary, Intermediate and Advanced I - these subtests appropriately test the knowledge and skills of the students within the age groups for which they were designed. Each of the tests examine geography, history, economics, sociology, political science and anthropology. The test also measures students' ability to use charts, graphs and diagrams.

III. Normed Technical Excellence

A. VALIDITY:

Content validity varies according to each school's particular curriculum and thus can not be ascertained. The manual refers readers to Appendix C, Special Reports 1,2,3 and 4 available in the manual for further information.

B. CONSISTENCY:

Kuder-Richardson Formula 20 reliability estimates are given for each of the tests to measure reliability. The Social Studies subtest of the Primary I test is .72 and of the Primary II test is .80. The scores for the Elementary, Intermediate and Advanced I levels are .90, .91, and .90 respectively,

C. SCORES & NORMS:

These tests were normed in October, 1977 and again in April, 1978. 550,000 students were tested in the standardization programs for all components of the series samples were selected to represent the national population in terms of geographic region, school system enrollment, socioeconomic status and public vs. non-public school affiliation.

D. ADMINISTRATION & SCORING:

Detailed information regarding administration is provided in each manual. The materials needed for each test include: individual test booklets and answer sheets, No. 2 pencils, scratch paper and a clock for timing the tests.

Scoring can be done either by machine or by hand with the use of a set of hand-scoring stencil keys provided.

IV. Comments

These subtests seem to be very generalized a broad due to the fact that the social studies subtests contain relatively few items.

Selected items within each test can be used for measurement of citizenship core characteristics. The Primary I subtest provides items 1,4,6,7,11,14,17,22,25,27, measure students concept of leadership, rules, belonging to a group and cultural differences. The Primary II subtest provides items 2,3,4,5,6,7,8,10,15,16 & 18, for the same purposes. Items 1,2,5,17,33,34,35-38,41,42,43,44, of the Elementary test are also applicable to an assessment of citizenship. The Intermediate test provides items 16,19,20,21,22,24,33, & 42 for this purpose. Applicable items in the Advanced I test are 1,7,8,10, 19,20,21-23,24,26,34,43-47,51,53,54, & 55.

Many test items are repeated on two or more levels of the subtests and frequent parallel items are used. It is this reviewers opinion that several of the items in the Primary I & II test are too difficult and require personal exposure and that many items on the subsequent tests are too easy and do not provide students with a challenge.

See Buros' Sixth MMY for the most recent published reviews of this instrument.

Minnesota High School Achievement Examinations

Grades 7-12

Decision

This series of tests contains a large pool of items, many of which are poorly stated and out-dated. In addition most of the items are factual recall.

No reliability or validity information is presented in the three page manual, and a description of the norming population is also absent.

It is recommended that these instruments not be used to assess citizenship. Other standarized measures are available that are much better constructed.

I. General Information

A. TITLE: Minnesota High School Achievement Test - Social Studies

B. EDITOR: V. L. Lohmann

C. PUBLISHER: American Guidance Service, Inc.

D. FORM: FI Rev. Test No. 7 (grade 7, 1965, 7 pages)
FI Rev. Test No. 8 (grade 8, 1972, 6 pages)
FI Rev. Test No. 9 (grade 9, 1969, 6 pages)
FI Rev. Test No. 10 (grade 10, 1975, 8 pages)
FI Rev. Test No. 11 (grade 11, 1975, 6 pages)
FI Rev. Test No. 12 (grade 12, 1975, 7 pages)

E. OTHER AIDS: Scoring Keys for each test, Percentile Norms

II. Practical Considerations

A. COST:

Test	$.15
Answer Sheet & Scoring Service	$.10
Series Manual	$1.00
Specimen Set	$1.10

B. FORMAT:

Multiple choice questions are arranged in two columns down the page. This format is clear and concise. Several of them fold over and thus can be cumbersome and awkward.

C. ITEMS & COVERAGE:

Each test covers a different aspect of Social Studies:
Test No. 7- Discovery, Exploration and Settlement of the U.S. and history:

Test No. 8 - Geography, continents

Test No. 9 - Government

Test No. 10 - U.S. History

Test No. 11 - World History

Test No. 12 - American Problems

D. CONSISTENCY: No information available

E. VALIDITY: No information available

III. Comments

These tests are most useful for testing specific knowledge. Tests No. 9 and 12 may be adaptable for use in citizenship assessment.

See Buros' Fifth MMY for the most recent published review of this test.

Mooney Problem Checklist

Grades 7-9, 9-12, 13-16, Adult

Decision

This instrument is most appropriately used as a counseling devise. Its lack of reliability and validity information makes it undesirable as an instrument for use in program evaluation, and its items do not appear to be adaptable for our needs.

I. General Descriptive Information

A. TITLE: Mooney Problem Checklist, 1950 (Revision)

B. AUTHORS: Ross L. Mooney and Leonard V. Gordon

C. PUBLISHERS: The Psychological Corporation

D. FORMS: Junior High School
Form J (1950, 6 pages) Hand scored
Form JM (1950, 4 pages) Machine scored

High School Form
Form H (1950, 6 pages) Hand scored
Form HM (1950, 4 pages) Machine scored

College Form
Form C (1950, 6 pages) Hand scored
Form CM (1950, 4 pages) Machine scored

Adult Form
Form A (16 pages)

E. MANUAL AND OTHER TECHNICAL AIDS: Manual - Grades 7-16 (1960, 15 pages)
Manual - Adults (1950, 4 pages)

F. SUBTESTS: One test at each level

G. VARIABLES TO BE MEASURED:

Junior High, 7 scores: health and physical development, school, home and family, money-work-the future, boy and girl relations, relations to people in general, self-centered concerns.

High School, 11 scores: health and physical development, finances-living conditions-employment, social and recreational activities, social-phychological relations, personal-psychological relations, courtship-sex-marriage, home and family, morals and religion, adjustment to school work, the future-vocational and educational, curriculum and teaching procedure.

College Form, 11 scores: same as High School.

Adult Form, 9 scores: health, economic security, self-improvement, personality, home and family, courtship, sex, religion, occupation.

This checklist was designed for five main purposes: 1) to facilitate counseling interviews, 2) to make group surveys leading to plans for individualized action, 3) as a basis for homeroom, group guidance and orientation programs, 4) to increase teacher understanding in regular classroom teaching, 5) to conduct research on the problems of youth.

II. Practical Considerations

A. COST OF TEST: IBM 805 Answer Sheets must be used with machine scorable forms:

25 tests - hand scored forms	$3.10
25 tests - machine scored forms	$3.75
50 answer sheets	$2.80
Specimen set, handscored forms	$1.25
Specimen set, machine scored forms	$1.45
Specimen set, one level,handscored forms	$.90

B. SCORING COSTS: Scoring service $.50 and over per test

C. ADMINISTRATIVE USABILITY:

The test can be taken in 35-50 minutes. The test is self-administering and may be taken individually or in a large or small group.

D. FORMAT AND LAYOUT:

The Junior High and High School forms, which are of primary interest in this review, consist of 210 and 330 questions respectively, 30 in each area. Items are numbered down the page. When the individual comes to a statement that they feel expresses a problem they have, they underline it. On the final page there are a few questions which they answer in essay form. On the High School form the student is asked to go back over the underlined questions and circle those that bother them the most.

The test is layed out well and hand scoring can be accomplished easily. Items are very readable.

III. Normed Technical Excellence

A. RELIABILITY:

The authors state that it would be difficult if not impossible to establish reliability by a method such as the test-retest on a individual basis because an individual's problems change so frequently. However, when the checklist is used for survey purposes, some reliability can be established. A pre-1950 revision of the checklist was administered twice to 116 college students. A correlation coeffient of .93 was reported. This of course is totally inadequate reliability information since: 1) a different version of the test was used; 2) a small, narrowly defined sample was used; and 3) the time between administrations was not given.

B. VALIDITY:

To show the validity of the checklist an extensive series of case studies would have to be conducted to show that real problems correlate with perceived problems. This would be difficult to accomplish and expensive. The authors site popularity as a dubious, but sometimes relevant method of validation. As a result, no usable validity information is presented in the manual.

C. ITEMS.

Extensive study has been given to the items on the checklist. Items that were checked infrequently were dropped from the 1950 revision. Items were chosen for readability, problems common to the particular group, and statements vague enough in "touchy spots" to enhance the student to check the item and still feel they were hiding their problems.

IV. Comments

The Mooney problem checklist has been extensively used over the years. It is not a test, but a counseling devise to allow counselors to pinpoint student problems and as a survey technique to identify problems common to particular groups.

Although not mentioned in the manual,studies have been done that show such things as honor students mark less problems generally. If this information was given in the manual, it could substantiate the instruments validity.

This reviewer feels that it is an excellent technique for identifying student problems that might not be stated in an interview. It also was the advantage of grouping small problems under general categories.

The checklist measures attitudes. It does not elicit responses that would be beneficial to a citizenship study. There are no statements regarding rules, issues, tolerance or respect for the community. It could be a broad measure of respect for self, but truly this checklist adapts better to the counseling relationship.

V. References and Related Reports

The Mooney Problem Checklist has not been used in any citizenship studies. It has been used to explore counseling situations and as an overall survey of attitudes and problems of particular groups.

References used in constructing this review were Tests in Print II and the Sixth and Eighth Mental Measurements Yearbooks.

New Mexican Consumer Rights and Responsibility Test

Grades 9-12

Decision

This test cannot be used as it is. There are too few items assessing the six areas that it intends to measure. Although it is designed to be criterion-referenced and the manual is in the format of a norm-referenced measure, it fails to withstand criterion in both areas.

It is recommended that this instrument not be used but that the items be examined more closely to be adapted if another instrument in the area of consumerism or responsibility is not identified.

I. General Information

A. TITLE: New Mexican Consumer Rights and Responsibility Test

B. AUTHORS: Educational Evaluation Associates

C. PUBLISHERS: Monitor

D. FORM: One form

E. MANUAL & TECHNICAL AIDS: Answer Sheet
Answer Key
Information Sheet (4 pages)

II. Practical Considerations

A. COST:

Test	$8.50/pkg. of 35
Answer Sheets	$2.00/pkg. of 35
Scoring Stencil	$1.00
Manual	$1.50
Specimen Set	$3.00

The test takes 20 minutes.
The test is to be administered in groups.

B. FORMAT & LAYOUT:

The test covers two pages. Each page has two columns and each item is numbered consecutively from top to bottom. The print is neat and clear. The items are well spaced and the test is appealing.
The answer sheet is also clearly marked and concise.

C. ITEMS & THEIR COVERAGE:

This test consists of 20 items which cover consumer protection laws, consumer economics, insurance, purchase payment plans, personal finance and product information.
Item difficulty ranges from .10 to .76.
The test is reported to be a criterion reference test.
The topics covered by the test are only briefly examined. The limited number of items makes it difficult to assess.

III. Normed Technical Excellence

A. RELIABILITY:

Internal-consistency reliability is .65 for ninth graders and .71 for 12th graders.

B. VALIDITY:

The only statistic presently reported is 20.152 on a t-test between classes exposed to an "educational program" and those that weren't. This was an estimate of construct validity.

C. SCORES & NORMS:

The norms are based on two statified-random samples of ninth and 12th graders throughout New Mexico during the 1972-73 school year.

D. ADMINISTRATION & SCORING:

The materials needed are a clock to judge time, No. 2 pencils, erasers, test booklets and answer sheets.

It is recommended that the test be administered to 35-40 students at a time.

Scoring is simple and objective. It is done with a scoring stencil.

IV. Comments

This is a good attempt to test vital information concerning consumers. It is too brief, however, to thoroughly test knowledge. It does not reflect skills, attitudes or behavior. The items in the test reflect the area of responsibility of citizenship qualities.

See comments in: Buros' Eighth Mental Measurements Yearbook, P. 416, William E. Coffman and Norman Eagle.

Preschool Attainment Record

Ages 6 months - 7 yrs.

Decision

This instrument does not appear to be useful in measuring aspects of citizenship. It is really a developmental scale - of knowledge, skills and behavior - that is administered individually to an informant by a skilled interviewer.

I. General Information

A. TITLE: Preschool Attainment Record (PAR)

B. AUTHORS: Edgar A. Doll, Ph.D.

C. PUBLISHERS: American Guidance Service, Inc.

D. FORMS: One form (1966, 5 pages plus Profile)

E. MANUAL & OTHER TECHNICAL AIDS: Manual (1967, 24 pages plus Test)

F. SUBTESTS: One test

G. VARIABLES TO BE MEASURED:

The PAR yields nine scores: ambulation, manipulation, rapport, communication, responsibility, information, ideation, creativity, and total score.

The PAR is designed to assess the developmental level of children from six months to seven years of age. The manual notes the test is particularly useful in assessing children who cannot be directly examined due to physical handicaps, language deficits, and affective interferences and children who may be culturally deprived. One program it is recommended for is Headstart.

II. Practical Considerations

A. COST:

25 Record Booklets	$2.50
Manual	$1.35
Specimen Set	$1.50

B. SCORING: PAR is self-scoring

C. ADMINISTRATIVE USABILITY:

The test is administered by examiner interview of someone associated with the child, probably someone in the position of caretaker. The record can also be completed by direct observation of the child by the examiner; although such an observation would have to be extensive.

Administration time is fifteen to twenty minutes. It is difficult to determine accurately the length of the interview and the test could last longer than stated in the manual.

D. FORMAT & LAYOUT:

The first page of the record booklet is for the child's information, family and health data. The test itself is laid out well. Items are numbered down the page. They are split into categories with two categories on a page. There is a space to record the item score and to record whether that score was derived from reported, observed or tested performance. The profile is well set up and readily shows items passed by age periods and by category as well as the attainment age and quotient.

Items are described briefly such as item 51 "Plays with". It is necessary to consult the manual to see that this can entail playing with other children or adults or pets, reciprocally, with minimal friction. It would be necessary for the examiner to have the manual at hand when filling out the test booklet.

III. Normed Technical Excellence

A. RELIABILITY AND VALIDITY:

The PAR is labeled "Research Edition". It is not yet normatively standarized. The author mentions the need to standardize the test with a sampling that controls variables of race, sex and culture. The PAR "is speculatively developmental, but not statistically verified".

B. ITEMS:

Items were determined primarily by information already available regarding preschool development. The author notes that there is some overlap of items in the various categories. One reviewer (Seventh Mental Measurements Yearbook, 421) questioned the logic of some of the item classifications and also the age levels at which some of the items were placed.

IV. Comments

The PAR is similar to the Vineland Social Maturity Scale. It is a measure of behaviors, skills, and to some extent knowledge. Successful administration of the test is dependent on the skill of the administrator as an interviewer and the source of information's familiarity with the child. The author states that the test is a measure of what the child "does do" rather than "can do". Taking this premise in regards to direct observation, it would seem to be necessary to observe the child over an extended time period to see what the child "does do".

Item definitions are not always clearly stated. However, when used in conjunction with other evaluative tools, the PAR can provide a developmental picture of a child that is not dependent on language skills.

The PAR has not been used in any citizenship studies. This far it has primarily been used in comparison studies of mothers and young children.

Citizenship for young children would primarily be a matter of obeying rules and responsible behavior. The upper ranges of the rapport and responsibility scales relate to these behaviors; however, the very structure of this test makes the use of these items limited in any group evaluation.

V. References and Related Reports

References used to construct this review were Buros' Tests in Print II and The Seventh Mental Measurements Yearbook.

Sare-Sanders American Government Test
High School and College

Decision

This test should not be used. I have found the criticisms raised in the technical review, e.g., out of date items and the items sample knowledge recall only, to be accurate. It's possible that some of the items might need be adapted if another instrument that measures this area of citizenship cannot be found.

I. General Descriptive Information

A. TITLE: Sare-Sanders American Government Test

B. AUTHORS: Harold V. Sare and M. W. Sanders, PhD.

C. PUBLISHERS: Bureau of Educational Measurements

D. FORMS: Forms A and B (1963, 4 pages)

E. MANUAL AND OTHER TECHNICAL AIDS: Manual (1964, 3 pages)
Scoring Key (1 page)

F. SUBTESTS: None

G. VARIABLES TO BE MEASURED

This test is intended for use as an achievement test in high school and college classes. The manual states that the test covers theory and factual data concerning American government and can be used to test the student's ability to apply this knowledge.

II. Practical Considerations

A. COST OF TEST; 25 tests = $1.75
specimen set = .75

B. SCORING COSTS: The test is hand-scored.

C. ADMINISTRATIVE USABILITY

The test may be administered individually or in a large or small group. No training is required for administrators; directions are printed on the test blanks. Forty minutes are required for completion of the test.

D. FORMAT AND LAYOUT

Items on the Sare-Sanders American Government Test are numbered down the page in two columns. The questions are multiple choice. There is a set of parentheses to the left of the numbers where the examiner writes the number of the correct answer.

The print is very small, but presenting the questions in regular type and the answer choices in boldface type makes the test quite readable.

The answer key is not a scoring grid, but a page with the answers on it. Scoring a large number of these tests would be a long and tedious process.

III. Normed Technical Excellence

A. RELIABILITY

Test reliability, which was determined by the

split-half method, was .91 for Form A and .92 for Form B.

B. VALIDITY

No statistics are given for validity. The manual states that test content is based on the content of leading textbooks and courses, items have been checked by specialists, and studies of student responses on previous editions of the test have been utilized. No particulars are given to substantiate any of these statements.

C. ITEMS

The test is for high school and college students, but the single set of norms was based on a sample of 2,982 high school students.

Howard Mehlinger, who reviewed the test in the Seventh Mental Measurement Yearbook, found the items to be especially poor. Many of the items are outdated (example: questions about Kennedy's policies) and many of the items are of questionable relevance (example: "How long is the Constitution of the United States?").

IV. Comments

Information about the Sare-Sanders American Government Test contained in the manual is very sketchy. The reliability statistics appear good, but the test was standardized in 1963 and has not changed since that time. The many outdated items and other weaknesses in the test make reliability questionable.

The manual states that the test can be used to determine a student's ability to apply knowledge. This is not the case. There is no opportunity to derive generalizations or offer hypotheses of political behavior. The test is strictly a test of knowledge recall.

The test relates to the core citizenship categories in testing a knowledge of how the American government works on a purely factual basis. Items which could be utilized are numerous, perhaps two thirds of the test. Although this will only elicit knowledge, not how an individual might feel about or apply those issues.

The test in its entirety could not be used because so many items are outdated or irrelevant to the Western Pennsylvania population. One question asks what counties are called in Louisiana. However, some of the items might be adapted to measure current political awareness. A question which asks for a description of Barry Goldwater's political views could be changed to a politician currently in the forefront of the news.

V. References and Related Reports

No references are given for this test. Evidently it has not been used in any research studies. It is highly unlikely

that it has been used as an achievement test in many places; not just because of questionable norms and outdated items, but because of the impracticality in scoring the test for a large group.

References used to construct this review are the Seventh Mental Measurements Yearbook and Tests in Print II.

Sare-Sanders Constitution Test

High School and College

Decision

This test's major drawbacks are that:

1) the large majority of the items are factual with few applications;

2) some of the items are dated; and,

3) no validity and little norm data are presented.

Although it is not recommended that this test be used, the items may be adapted to form a resource pool if necessary.

I. General Descriptive Information

A. TITLE: Sare-Sanders Constitution Test

B. AUTHORS: Harold V. Sare and H. W. Sanders, PhD.

C. PUBLISHERS: Bureau of Educational Measurements

D. FORMS: Forms A and B (1964, 4 pages)

E. MANUAL AND OTHER TECHNICAL AIDS: Manual (1964, 3 pages)
Answer Key (1 page)

F. SUBTESTS: None

G. VARIABLES TO BE MEASURED:

The Constitution Test is an achievement test for high school and college classes. It measures the vocabulary, history and application of the United States Constitution.

II. Practical Considerations

A. COST OF TEST: 25 tests = $1.75
specimen set = .75

B. SCORING COSTS: The test is hand-scorable. The manual states that machine scoring answer sheets can be used, but information on hand does not indicate that such answer sheets are available.

C. ADMINISTRATIVE USABILITY

The test may be administered in 40 minutes individually or in a small or large group. No training is required for administrators; directions are printed on the test forms. 40 minutes are allowed for completion of the test.

D. FORMAT AND LAYOUT

Items on the Sare-Sanders Constitution Test are numbered down the page in two columns. The questions are multiple choice. There is a set of parentheses to the left of the numbers where the examiner writes the number of the correct answer.

The print is very small, but presenting the questions in regular type and the answer choices in bold-face type makes the test quite readable.

The answer key is not a scoring grid, but a list of the answers. Scoring a large number of these tests would be a long, tedious process. As was noted before, the manual mentions machine scored answer sheets, but no information on these is available, if in fact such answer sheets are available at all.

III. Normed Technical Excellence

A. RELIABILITY

Reliability was determined by the split-half method. The coefficient for reliability of Form A was .92 and for Form B, .93.

B. VALIDITY

No statistics are given for validity. According to the manual the content of the test is based on the Constitution and the common content of recent textbooks. It is also noted that numerous studies have been made on previous editions, but no particulars are given.

C. ITEMS

The test is supposed to be for both high school and college students, but the test was standardized and norms established for high school students only.

The test, which is part of the "Every Pupil Scholarship Series," is not as outdated as the American Government Test in this series, because the Constitution has not undergone great change. Some items are outdated though, such as"What is the last amendment to the Constitution?" As in the American Government Test, some of the items are of questionable relevance. One questions asks about what kind of legal system exists in Louisiana.

IV. Comments

There are no statistics given for the validity of the Sare-Sanders Government Test. Content is based on "recent textbooks," but those are "recent" for 1963. Outdated items make validity questionable.

The test measures knowledge of the Constitution, but does not, as is stated in the manual, measure application of that knowledge.

Citizenship can be assessed by this test only by determining that the individual understands the Constitution. Although not as many items on this test are outdated, it is not recommended that this test be used in its entirety. It has questionable validity and scoring large numbers would be arduous and impractical. Instead, separate items could be adapted.

V. References and Related Reports

As far as can be determined, this test has not been used in any studies, for citizenship or otherwise. References used in constructing this report were the Seventh Mental Measurements Yearbook and Tests in Print II.

Sequential Tests of Educational Progress:

Social Studies

Grades 4-6, 7-9, 10-12, 13-14

Decision

The STEP social studies tests are probably the best available standardized social studies instruments. Some of its positive points are:

1. strong technical data;
2. good item design;
3. easy administration (even across levels); and,
4. sampling of more than knowledge recall.

Some negative points about STEP raised by the reviewers are:

1. it appears to measure general knowledge and reasoning as much as social studies;
2. lack of evidence of construct validity; and,
3. too few items (70 per test) are included to measure all of the areas of social studies, e.g., geography, sociology, etc., well.

A perusual of the tests and the generally positive reviews makes the STEP a possibility for measuring aspects of citizenship. Depending on the priorities within a school district, it might be used intact or sections might be adapted or expanded.

I. General Descriptive Information

A. TITLE: Sequential Tests of Educational Progress (STEP III)
(Social Studies sections only considered here)

B. AUTHORS: None listed

C. PUBLISHERS: Addison-Wesley Testing Service, Educational Testing Service

D. FORMS:

10 forms in Battery, 1979
Forms E through J only for Social Studies Sections
The Social Studies section is contained in the complete booklet.
The number of pages varies from level to level, but each test consists of 50 questions.

E. MANUAL & OTHER TECHNICAL AIDS:

Information about manual not available.
Directions for administering tests, four pages, 1979.
Student Preview, four pages, 1979.
Answer Sheet, four pages, 1979.

F. SUBTESTS: (only Social Studies)

Level E - Grade 3.5-4.5
Level F - Grade 4.5-5.5
Level G - Grade 5.5-6.5
Level H - Grade 6.5-7.5
Level I - Grade 7.5-10.5
Level J - Grade 10.5-12.9

G. VARIABLES TO BE MEASURED:

The test measures basic social science concepts and requires students to evaluate and question information presented; to pose solutions to problems and to understand relationships between values and actions. Emphasis is placed on application of skills rather than rote knowledge.

The test is designed to assess classroom curriculum and the students ability to benefit from and apply that curriculum.

II. Practical Considerations

A. COST OF TEST: Complete Booklet (pkg. 35) $26.25
Social Studies Alone (pkg. 35) $10.50
Answer Sheet (pkg. 100), STEP/SCAT complete Battery $15.00
Handscoring Stencils (STEP/SCAT complete Battery $2.00

B. SCORING COSTS:

A variety of scoring services are available including individuals and group item analysis reports and administrator's summaries. Information regarding costs is not available.

C. ADMINISTRATIVE USABILITY:

The test could be given to any size group, however, the test would be used most efficiently in a large group. Instructions are the same at each level so the test may be administered to several levels at once. The social studies section is timed at 40 minutes. No special training is needed for the administrator.

D. FORMAT & LAYOUT:

The test layout is attractive; items are given ample space and the type face is large and clear. Questions are printed in bold-face type. The test makes extensive use of pictures, maps, and graphs.

The only answer sheet that seems to be available is the one for the total Battery. The layout is adequate, in fact the letters to be marked are contained within the circles to be blackened eliminating any ambiguity. It is regretable that there is not a separate answer sheet for the social studies section.

III. Normed Technical Excellence

A. RELIABILITY:

STEP III is a new edition of the test. Overall previous editions have had high reliability. Current test reliability is being determined by the Kuder Formula 20. Parallel forms exist for all basic measures from levels C through J.

B. VALIDITY:

The Battery was developed in conjunction with curriculum experts and educators and has undergone at least eight separate reviews. Content validity is maximized by a separate test level at each of the first eight grades.

C. ITEMS:

Items are drawn from history, geography, economics, government, and sociology. They do not seek to measure knowledge per se; but the application of social studies skills. Items have been designed to represent ethnic and minority groups and eliminate stereotypes.

A reviewer of a previous edition of the test questioned whether these items measured social studies or reading skills and general attitude. He points out that correlations are higher between the test and the WISC or average grades than social studies grades specifically.

IV. Comments

STEP III Social Studies (E-J) is a measure of skills. The test is highly readable and has the added benefit of being able to be administered to several levels at once. It does not involve a long time to take and the extensive use of pictures and charts would make it appealing to students.

It is not a measure of knowledge. Students with overall higher aptitudes will score higher irregardless of exposure to social studies curriculum. It does measure the skills needed to understand and benefit from a social studies program.

The test does not directly match any of the citizenship categories. It may have a place in citizenship evaluation (students should have the skills measured to make intelligent social, political, and economic decisions), but the test cannot stand on its own for such a study.

V. References and Related Reports

References used were the Fifth, Sixth and Eighth Mental Measurement Yearbooks and Tests in Print II.

The test has not been used in any citizenship surveys.

Stanford Achievement Test (Social Studies)

Grades 1.5-9.5

Decision

The Stanford, like the STEP, is a technically well constructed achievement test that assesses skills as well as knowledge. The reviews of Stanford are generally positive with most criticisms not of a drastic nature and not of the social science subtests. This instrument, like the STEP, can most appropriately be used as a general achievement battery (which, of course, is the purpose for which it was designed). However, caution must be exerted when tests designed to assess general levels of achievement are considered to evaluate specific domains, such as the various aspects of citizenship.

It is recommended that the items on the Stanford be examined with the intent of relating them to the aspects of citizenship. Since some of the participating districts use the Stanford in their testing program, this can be done for these districts based on the priorities the citizenship committee identified in their definition and report.

I. General Descriptive Information

A. TITLE: Stanford Achievement Test, 1973 edition (this review: Social Science only)

B. AUTHORS: Richard Madden, Eric F. Gardiner, Herbert C. Rudman, Bjorn Karlsen, Jack C. Merwin

C. PUBLISHERS: Harcourt, Brace Jovanovich, Inc., New York

D. FORMS: 2 forms (A,B) Six Levels:

a) Primary Level 1 - Grades 1.5-2.4
Handscored Edition (1973, 16 pages)
MRC Machine Scored (1973, 16 pages)
NCS Machine Scored (1973, 16 pages)

b) Primary Level 2 - Grades 2.5-3.4
Handscored Edition (1973, 24 pages)
MRC Machine Scored (1973, 24 pages)
NCS Machine Scored (1973, 24 pages)

c) Primary Level 3 - Grades 3.4-4.4
Handscored Edition (1973, 31 pages)
MRC Machine Scored (1973, 31 pages)
NCS Machine Scored (1973, 31 pages)

d) Intermediate Level 1 - Grades 4.5-5.4
(1973, 32 pages)

e) Intermediate Level 2 - Grades 5.5-6.9
(1973, 32 pages)

f) Advanced - Grades 7.0-9.5
(1973, 32 pages)

E. MANUAL & OTHER TECHNICAL AIDS:

Administrator's Guide (1974, 36 pages)
Technical Report (1975, 75 pages)
PracticalTest (1973, 2-4 pages)
Directions (1973, 3-4 pages)
For Primary and Intermediate Levels filmstrips, tape cassettes, records available for teacher training.

a. Primary Level 1
Manual (A,B) 1973, 24 pages
Teacher's Guide 1973, 45 pages
Norms Booklet 1973-74, 30 pages
Index of Instructional Objectives 1974, 16 pages

b. Primary Level 2
Manual (A,B) 1973, 32 pages
Teacher's Guide 1973, 53 pages
Norms Booklet 1973-74, 28 pages
Index of Instructional Objectives 1974, 22 pages
Scoring Stencils
Supplementary NCS Directions

c) Primary Level 3
Manual (A,B) 1973, 31 pages
Teacher's Guide 1973, 55 pages
Norms Booklet 1973-74, 28 pages
Index of Instructional Objective 1974, 27 pages
Scoring Stencils
Supplementary NCS Directions

d) Intermediate Level 1
Manual (A,B) 1973-74, 32 pages
Teacher's Guide 1974, 55 pages
Norms Booklet 1973-74, 28 pages
Index of Instructional Objectives 1974, 32 pages
Separate Answer Sheets (DIGITEK, IBM 805, IBM 1230, MRC, NCS)

e) Intermediate Level 2
Manual (A,B) 1973, 32 pages
Teacher's Guide 1974, 55 pages
Norms, Booklet 1973-74, 31 pages
Index of Instructional Objectives 1974, 34 pages
Separate Answer Sheets (DIGITEK, IBM 805, IBM 1230, MRC, NCS)

f) Advanced
Manual (A,B), 1973, 23 pages
Teacher's Guide 1974, 46 pages
Norms Booklet 1973-74, 32 pages
Index of Instructional Objectives 1974, 29-30 pages
Separate Answer Sheets (DIGITEK, IBM 805, IBM 1230, MRC, NCS)

F. SUBTESTS: Social Science, all levels but Primary 1.
Not available as a separate test in the 1973 edition of the Battery. Contained in complete Battery only (1964 Edition still available - separate Social Science test at Intermediate 2 and Advanced Level)

G. VARIABLES TO BE MEASURED:

The Social Science test is designed to measure the student's ability in six areas: geography, history, economics, political science, anthropology and sociology. The test is designed to assess both factual information and reasoning skills.

This test is primarily used to evaluate achievement levels as they apply to school.

II. Practical Considerations

A. COST OF TEST: Instructional Objectives 1-1 form level $1.25
100 Practice Tests $6.40
Administrator's Guide $1.50
Teacher's Guide $3.00
Technical Report $4.95
Specimen Set, 1-level $2.95

a) Primary Level 1

Handscored tests (35) $12.50
1 set, Scoring Stencils $3.40
MRC (35 tests) $17.25
NCS (35 tests) $20.25

b) Primary Level 2

Handscored tests (35) $15.25
1 set, Scoring Stencils $3.40
MRC (35 tests) $20.75
NCS (35 tests) $23.50

c) Primary Level 3

Handscored tests (35) $16.25
1 set, Scoring Stencils $3.40
MRC (35 tests) $23.75
NCS (35 tests) $27.00

d) Intermediate Level 1

35 tests $18.50
Answer Sheets: DIGITEK, IBM 1230 (35 sets) $9.00
IBM 805 (35 sets) $7.50
MRC 100 $11.00
NCS 100 Answer Folders $20.00

Set Scoring Stencils: DIGITEK, IBM $6.00
Handscoring $3.40
MRC Hand $2.00
NCS Hand $3.60

e) Intermediate Level 2

Prices same as Intermediate 1 except:
Answer Sheets, IBM 805, 35 sets $10.00
Scoring Stencil, IBM 805, 1 set $7.00

f) Advanced

Prices same as Intermediate 1 except:
Answer Sheets, DIGITEK or IBM 1230, 35 sets $6.00
Scoring Stencil, 1 set, DIGITEK or IBM 1230 $4.00
Scoring Stencil, 1 set, IBM 805 $6.00

B. SCORING COSTS:

a) Primary 1

Hand $2.50 and over per test
MRC $.75 and over per test
NCS $.50 and over per test

b) Primary 2

Hand $3.05 and over per test
MRC $.75 and over per test
NCS $.60 and over per test

c) Primary 3

Hand $3.65 and over per test
MRC $.80 and over per test
NCS $.70 and over per test

d) Intermediate 1

DIGITEK, IBM $1.35 and over per test
MRC $.50 and over per test
NCS $.40 and over per test

e) Advanced

Costs same as Intermediate 1

C. ADMINISTRATIVE USABILITY:

The test can be administered to any size group although it would be used most efficiently in a large group. No special training is needed for administrators except the reading of directions beforehand.

The Social Science Test at Primary Level 2 is teacher dictated. Administration time is twenty minutes. Primary Level 3 allows 25 minutes and 30 minutes are given for the Intermediate and Advance Levels. A five minute peiod is set aside in each case for instructions.

D. FORMAT & LAYOUT:

Items are numbered down the page in two columns. Items are well spaced. The booklet is printed in two colors which permits the illumination of numbers and explanations. Charts, maps and graphs are used throughout the test. The separate answer sheets were not available for this review.

III. Normed Technical Excellence

A. RELIABILITY:

Two types of reliability coefficients are presented: one in terms of split half estimates based on odd-even scores corrected by Spearman-Brown Formula (r_{11}), and the second based on Kuder-Richardson Formula 20 (r_{KR20}).

	r_{11}	r_{KR20}
Primary 2	.69	.67
Primary 3	.93	.93
Intermediate 1	.92	.92
Intermediate 2	.90	.89
Advanced	.94	.93

B. VALIDITY:

The Teacher's Guide for Interpreting contains instructional objectives and item groupings within subtests. The school administrator can use this information to determine content validity for their own purpose.

The test has undergone extensive standarization procedures. A total of 109 school systems from 43 states comprising a sample of 275,000 pupils participated in the standarization program. Samples were selected to represent the national population. Minority group members participated in all stages of test development.

C. ITEMS:

The levels of the Social Science Test encompasses grades 2.5 to 9.5. Below-grade-level items are included in each test to include initial pupil success. Emphasis is placed on the process of learning and investigation rather than knowledge of facts.

IV. Comments

Reviews of the Stanford Achievement test are generally favorable; however, the reviewers feel the Social Science test is one of the weaker areas. One reviewer felt that some of the questions were measures of vocabulary. This reviewer feels it would be impossible to separate vocabulary from any academic assessment. Another objection was that contrary to the authors claim the test measured knowledge as well as reasoning. This reviewer does not see this as a negative feature. There is a balanced blend of knowledge and reasoning so that the test measures more than reasoning ability. For success on the test, the pupil must possess an adequate background in the social sciences and be able to apply this background to practical situations. The test is both a measure of knowledge and skill.

The economical and political questions are of use in a citizenship study. These questions are located throughout the tests which also contain questions about history and geography. Even at the Primary 2 Level citizenship skills are tapped. For example, one item gives pictures of four products and the teacher asks "For which would a person not pay sales tax?" Primary Levels 2 and 3 contains questions about community laws and jobs in the community. The Intermediate and Advanced Levels have both factual political and economic items. One item presents two election posters and poses questions about the candidates' qualifications and positions. This type of item would be particularly appropriate to assess citizenship skills. The tests as a whole contain some irrelevant items, but part of each are adaptable. A practical consideration is that the test is not available separately.

V. References and Related Reports

Tests in Print II and the Seventh and Eighth Mental Measurements Yearbooks were used to construct this review. This test has not been used in any citizenship studies.

STS Youth Inventory
Grades 7-12
Decision

The purpose of this instrument is to help school people identify quickly the self-acknowledged problems of students. Because it is not an attitudinal or knowledge scale, any questions that might be used to measure citizenship would have to be adapted. It is recommended that the items identified in the reviewed instrument be examined more closely during citizenship instrument development.

There are several considerations that should be kept in mind:

1) the instrument is designed for 9th to 12th graders
2) the visual impact of the item response system; and
3) little validity information is available.

I. General Descriptive Information

A. TITLE: STS Youth Inventory (revision of SRA Youth Inventory)

B. AUTHORS: Hermann H. Remmers and Benjamin Shimbery

C. PUBLISHERS: Scholastic Testing Service, Inc.

D. FORMS: Form G (grades 7-12, Norms established only for grades 9-12), 1967, 6 pages - consumable or reusable booklet, separate answer sheet available.

E. MANUAL AND OTHER TECHNICAL AIDS: Manual (1971, 23 pages)
Profile (1969, one page)

F. SUBTESTS:

Five scores, 167 questions in total test. The number of questions in each score category varies from a low of 22 to a high of 42 questions.

G. VARIABLES TO BE MEASURED:

The STS Youth Inventory is a needs and problems checklist that is divided into five areas of concern to adolescents. These areas are: my school, after high school, about myself, getting along with others, and things in general.

The STS Youth Inventory is a revision of the SRA Youth Inventory. The original inventory contained nine categories, the five contained in the STS Inventory plus, my home and family, boy meets girl, and health. The ninth category was the "Basic Difficulty Scale" which consists of questions culled from the other eight scales that most clearly indicated severe personal disturbance. Reviewers questioned the significance and appropriateness of the "Basic Difficulty Scale." This may account for why 17 was eliminated in the test's current version. The manual gives no explanation; however, it is explained why the other three items were eliminated. The "Home and Family" and "Boy Meets Girl" scales involved questions that could be construed as invasion of privacy. "Health" was found to be an item not of major concern to adolescents juding by frequency of response on previous forms of the test.

The inventory is designed to be used by teachers and counselors to indicate concerns of students and to be used as a vehicle of discussion about these concerns. The test can also be of use to school administrators to provide an overview of student problems.

II. Practical Considerations

A. COST OF TEST:

Pkg. of 35 booklets:	$8.00
Pkg. of 50 answer sheets:	$8.50
Manual:	$2.25
Profile:	$0.05

B. SCORING COSTS:

Form G can be hand-scored by the examinee or the administrator if answers are recorded in the test booklet.

The Youth Inventory answer sheet is the reverse side of the Junior Inventory answer sheet. The manual does not state if the answer sheet has a grid for hand-scoring. It appears to necessitate machine scoring (basic service .30/pupil).

C. ADMINISTRATIVE USABILITY:

The first page of the test booklet contains instructions; although the manual recommends that an administrator read the instructions. This should take no longer than 15 minutes. The test takes approximately 30 minutes. It may be administered individually or in a large or small group. No information on cost was available for this test, but judging from prices given for the SRA Inventory, the cost of large group administration could be prohibitive.

No special training is necessary for administrators.

D. FORMAT AND LAYOUT:

Each statement of concern in the test booklet is followed by three boxes of decreasing size and a small circle. The size of the boxes correspond to levels of concern and the circle indicates no concern. The student is to blacken the appropriate space.

Items are numbered down the page. The inventory booklet is well-spaced and visually appealing.

The separate answer sheet had circled letters A,B,C and D for each item. There are no guides on the answer sheet and it would appear to be somewhat confusing for the student taking the test.

III. Normed Technical Excellence

A. RELIABILITY:

My School.....	.86
After High School.....	.95
About Myself.....	.90
Getting Along with Others.	.96
Things in General.....	.93

These reliability coefficients were the result of a study of 2,400 sample cases and were obtained by the split-half method which was stepped-up by use of the Spearman-Brown Formula.

B. VALIDITY:

The manual states that content validity of instruments like the Youth Inventory must be more or less assumed (p. 15). The examiner cautions the student to be honest and the responses are designed to make it easy for a student to express his feelings. No other validity information is available.

C. ITEMS:

On each item the student marks the box that matches his level of concern. When scoring large boxes are given 3 points; middle boxes, 2 points; small boxes, 1 point; and circles, no points. The numbers are totaled in each area and then matched to a student profile.

Form G was administered to 4,000 students in 4-year high schools in the spring of 1968. A strategied random sample of 2,400 was taken from this group. Norms were drawn from this sample.

Originally the test was devised by asking students around the country to write essays about their concerns. Statements reflecting the most frequently mentioned concerns were taken from these essays. Since the test was originally developed, revisions have eliminated those items lacking in frequency of response or usefulness.

The test states that it can be used in grades 7 through 12. The sample that established the normative data was comprised of only ninth through twelfth graders.

IV. Comments

As far as can be determined the STS Youth Inventory has not been reviewed. Reviews of the SRA Youth Inventory were generally favorable. This reviewer feels the test to be of value, particularly in the relationship between student and school counselor. There is not as much value seen in a mass administration; as the test seems to lend itself to individual or small group discussion of responses.

The inventory is more concerned with personal attitudes towards self rather than society. The thirty questions (74-103) in the scale "About Myself" taps into self-concept. Some of this material could be brought into that aspect of citizenship.

On the "Things in General" scale, questions 148, 151, 154 and 156-63 touch on accepting different races and nationalities, obeying rules, and political issues. However, it should be noted that these items are designed to elicit a concern for an issue, not an attitude.

V. References and Related Reports

Tests in Print and the Fourth and Sixth Mental Measurement Yearbooks were used in constructing this review. The STS Youth Inventory has not been used in any citizenship studies. It has been used to explore student feelings as in "A comparative study of over-achieving and under-achieving ninth grade students", Doctor's thesis, Texas Technical College, 1961.

Other references are contained in the pages attached.

Tennessee Self-Concept Scale
Ages 12 and Over
Decision

This instrument can be used to measure self-concept or self-respect. It has received mixed reviews in Buros. The two most important criticisms are that indicies of internal consistency are not reported and that interpretations of the subscales is tentative since a factor analysis was not performed on the items to verify these scales. As was stated in the review and by examining the scales intercorrelations, it appears as though few independent variables are being measured. One way to avoid this difficulty is to use only the overall self-concept score.

It is recommended that this instrument be considered because of the general respect it has achieved in the literature, its administrative usability (group administered in 10 to 20 minutes) and because of the ages with which it can be used (12 and over).

I. General Descriptive Information

A. TITLE: Tennessee Self-Concept Test

B. AUTHORS: William H. Fitts

C. PUBLISHERS: Counselor Recordings and Tests

D. FORMS: One

E. MANUAL AND OTHER TECHNICAL AIDES: Manual (31 pages)

F. SUBTESTS: One test with two scoring systems

a) Counseling Form: 14 profiled scores - self-criticism; 9 self-esteem scores (identity, self-satisfaction, behavior, physical self, moral-ethical self, personal self, family self, social self, total); 3 variability of response scores (variation across the first 3 self-esteem scores, variation across the last 5 self-esteem scores, total); distribution score.

b) Clinical and Research Form: 29 profiled scores: the 14 scores in "a" above and the following 15: response bias, net conflict, total conflict, 6 empirical scales (defensive positive, general maladjustment, psychosis, personality disorder, neurosis, personality integration), deviant signs, 5 scores consisting of counts of each type of response made.

G. This is a measure of self-concept and self-criticism in terms of the above scores. It is used in studies on the self-concept of delinquency, personality characteristics and school achievement.

II. Practical Considerations

A. COST OF TEST: $0.31 per test, 1-99 copies
$0.20 per answer sheet (including score and profile sheets) 1-99 copies
$1.10 per set of scoring keys for both forms
$1.50 manual

B. SCORING COSTS: $2.00 or less per test ($10.00 minimum)

C. ADMINISTRATIVE USABILITY:

1. Administration Time: 10-20 minutes
2. Group Administraion
3. Training of Administrators: No special training

D. FORMAT AND LAYOUT:

1. Visual Organization: Items in test booklet are not in numerical order. Answer sheet is in numerical order. Test booklet (6 pages) 100 items with good spacing on the page.

2. Quality of Print: Excellent
3. Recording Answers: Answers are recorded on separate answer sheet. 5 options: 1) completely false, 2) mostly false, 3) partly false and partly true, 4) mostly true, and 5) completely true

III. Normed Technical Excellence

A. RELIABILITY:

1. Test-retest: 60 college students (retest after 2 weeks) range .60-.92
2. No internal consistency or alternate form reliabilities
3. " " " " " " "

B. VALIDITY:

Validity of the test was looked at in terms of the test's usefulness in differentiating normals from non-normals and in terms of its capability of measuring self-concept variables. In both instances, the instrument appears to be valid.

C. ITEMS:

The test as a whole could be used to measure respect for self for students 12 years old and over.

IV. Comments

The test could be used by using the counseling form to score the test. It is a measure of attitudes/behaviors.

V. References and Related Reports

No studies were found using this instrument to measure citizenship.

See Buros' Seventh MMY for the most recent published reviews of this instrument.

Test of Consumer Competencies
Grades 8-12
Decision

This instrument appears to measure an aspect of citizenship that may be designated as a priority item by one of the Community Citizenship Committees. Specifically it appears to measure the core aspect, Informed About Issues. However, caution must be exerted if it is selected for use. Except for the report of its systematic development in the manual, no validity data are provided. Reliability coefficients are moderate and the norming sample was restricted (to Illinois) in its composition.

The length of administration time (40 minutes) is also a detriment but the possibility of selecting specific content areas of interest and thus, specific items, exists. Finally, the instrument is designed to be used in grades 8-12 but the norm data indicated that it is difficult -- mean of 50% correct for 12th graders.

I. General Descriptive Information

A. TITLE: Test of Consumer Competencies

B. AUTHORS: Thomas O. Stanley, E. Thomas Garman, & Richard D. Brown

C. PUBLISHERS: Scholastic Testing Service, Inc.

D. FORMS: 2, A and B

E. MANUAL AND OTHER TECHNICAL AIDES: Manual of Directions (1976, 24 pages)

F. SUBTESTS: No subtests

G. VARIABLES TO BE MEASURED: 14 content areas:

1. individual consumer in the marketplace
2. money management
3. consumer credit
4. housing
5. food
6. transportation
7. clothing
8. health services, drugs, and cosmetics
9. recreation
10. furnishings and appliances
11. insurance
12. savings and investments
13. taxes
14. consumer in society

Used to evaluate consumer education.

II. Practical Considerations

A. COST OF TEST: $13.00 per 20 tests
8.50 per 50 answer sheets

B. SCORING COSTS: Scoring service (includes answer sheets)
$0.80 per test ($35 minimum)

C. ADMINISTRATIVE USABILITY:

1. Administration Time: 40 minutes
2. Group administration
3. Training of Administrators: No special training

D. FORMAT AND LAYOUT:

1. Visual organizaion: 55 multiple choice items (4 options)
Answer books are brown type on creme colored paper, 2 columns per page, 5 pages, easy to read.
2. Quality of print: Excellent
3. Recording Answers: Answers are recording on a separate answer sheet by filling in the appropriate circle that corresponds to the desired answer.

III. Normed Technical Excellence

A. RELIABILITY:

1. Test-retest: According to the standard error of measurement if a student took the test a second time, the raw score would not be expected to change by more than 3 points.

2. Internal Consistency:

KR20	with consumer ed.	without consumer ed.
Form A	.795 (N=450)	.747 (N=984)
Form B	.858 (N=427)	.687 (N=989)

3. Alternate Form: Not reported

B. VALIDITY: Validity of test is not reported in the manual.

C. ITEMS: The whole test may be considered to be measuring Core 6 (Informed about issues). Used for students in grades 8 through 12.

IV. Comments:

This test is a measure of knowledge. According to the manual "Youth must be taught to handle real-life problems as informed citizens."

V. References and Related Reports: No studies were reported other than the ones used for the test construction.

See Buros' Eighth MMY for the most recent published reviews of this measure.

Vineland Social Maturity Scale
Birth to Maturity
Decision

Based on the technical review, the Vineland Social Maturity Scale is not useful for measuring aspects of student citizenship. This decision is based on a number of items in the review.

1. Items are not related to core citizenship categories and those that seem to be are designed to be for adults.

2. Individually administered - This in of itself is not enough to eliminate a test from possible use since the items may be adpated. But this coupled with its other drawbacks supports the decision.

3. Administration is not only individualized but is done in a semi-clinical manner with an informant.

4. Little technical information is provided regarding reliability and none is given for validity.

TEST REVIEW

I. General Descriptive Information

A. Title: Vineland Social Maturity Scale

B. Author: Edgar A. Doll

C. Publisher: American Guidance Service, Inc.

D. Forms: 1

E. Manual and Other Technical Aides: Condensed Manual of Directions (1965, 28 pages)
Comprehensive presentation of the scale - The Measurement of Social Competence: a manual for the Vineland Social Maturity Scale (1953, 664 pages)

F. Subtests: self-help general, self-help eating, self-help dressing, self-direction, occupation, communication, locomotion, socialization

G. Each item represents general growth in social responsibility expressed in some detailed performance as an overt expression of that responsibility. It is useful for evaluating degree of social competence by way of the measurement of personal social maturation. It is useful for those who have responsibility for guiding the development of either normal or handicapped children or adults.

II. Practical Considerations

A. Cost of Test: $2.90 per 25 record blanks
$1.90 per condensed manual

B. Scoring Costs: no scoring service available

C. Administrative Usability:

1. Administration Time: 20-30 minutes
2. Individual administration
3. Training of administrators: According to the manual adequate use of the instrument requires sophisticated skill in interview technique and thorough insight as to the philosophy and technique of this instrument.

D. Format and Layout:

1. Visual Organization: 117 questions organized in order of progressive age difficulty and not according to subtests
2. Quality of Print: Excellent
3. Recording Answers: Answers are recorded by an examiner through an interview. The information is gotten from an "informant" who knows the subject or the subject him or herself. All items need not be covered - determined by the examiner based on the age of the subject.

III. Normed Technical Excellence

A. Reliability:

1. Test-Retest: .92 reported for 123 cases
2. No internal consistency or alternate form studies were found.
3. Only one form of the test is available.

Use of different examiners or informants did not appreciably affect results.

B. Validity:

No studies were found on the validity of the instrument.

C. Items:

1. Coverage of the Domain

Very few of the items measure citizenship, and the ones that do are beyond the age range of the group you will be measuring.

Because of the involved nature of administering this instrument, I do not think it is a useful instrument for assessing citizenship.

IV. Comments

I do not feel this instrument would be useful because of what was stated under "Coverage of the Domain".

V. References and Related Reports

Article on ways in which the scale may be useful as well as preliminary experimental results. Doll, E.A., Annotated Bibliography on the Vineland Social Maturity Scale, Journal of Consulting Psychology, 1940, 4, 123-132.

See Buros' Fourth MMY for the most recent published reviews of this measure.

Wharton Attitude Survey

Age: Not Specified

Decision

This instrument has no value in assessing citizenship (or anything else). Besides providing no reliability or validity data, the manner in which the purpose of the survey (to delineate classroom problems) is assessed may prove to create problems rather than help ameliorate them.

I. General Descriptive Information

A. TITLE: Wharton Attitude Survey

B. AUTHOR: Kenneth Wharton, Jr.

C. PUBLISHERS: Paul S. Amidon & Associates, Inc.

D. FORMS: One form, 1 page, 1978

E. MANUAL & OTHER TECHNICAL AIDS: Manual, 26 pages, 1978

F. SUBTESTS: One test, three parts

G. VARIABLES TO BE MEASURED:

The test seeks to measure pupil's feeling about their class (surroundings, teacher, materials, etc.), identify classroom disrupters, and allow students to vent their feelings. The purpose of the survey is to allow teachers to delineate classroom problems. It may be used by teachers, counselors, or administrators.

II. Practical Considerations

A. COST OF TEST: classroom kit (35 students) $12.50

B. SCORING COSTS: scored by teacher

C. ADMINISTRATIVE USABILITY:

The survey is administered to the class as a whole. Care should be taken to insure ample space between each student so confidentiality is protected. The author recommends that someone other than the classroom teacher administer the test. The manual contains two pages of instructions to be read to the students. It will take the students approximately 10-15 minutes to complete the survey.

D. FORMAT & LAYOUT:

The survey is brief. Layout, quality of print, and visual organization is adequate. Enough room is provided for recording responses. On the six items in part one, responses are checked very poor, poor, O.K,, good, very good. Part two provides a space to name classroom disrupters, make brief comments, and check the frequency of misbehavior. The student is given the back of the test form to make general comments.

III. Normed Technical Excellence

A. RELIABILITY: No information concerning reliability is given.

B. VALIDITY: No information concerning validity is given.

C. ITEMS:

The manual does not state what age the test is designed for or what grade. The survey could be completed by high school and junior high school, but it is doubtful that below that none but the upper primary grades could complete the survey.

The manual anticipates that some children will not want to complete part two where they are asked to name classroom disrupters. Instructions are provided to be read if this situation occurs. This reviewer questions the rationale of this explanation. Children are encouraged to name other children with the understanding that something will be done and the disrupter may be removed from class. There is no incentive or attempt to work things out; just the goal of expulsion.

IV. Comments

The value of the Wharton Attitude Survey is nil. The purpose of the survey is truly to provide documentation of disruptive behavior so the teacher can justify the removal of a student from the classroom. The questions about classwork and materials in part one seem to be merely window-dressing. A good teacher can identify classroom problems and communicate with students without this survey. For a bad teacher, it provides more ammunition to place blame and avoid working with problems.

This reviewer questions the wisdom of using this survey at all. Students may not put down their name, but they are sure to discuss the survey among themselves and those who have been "fingered" are sure to find out about it.

This survey would have no value in a citizenship study, unless the purpose of the study is to teach fascist ideals.

V. References and Related Reports

No current references were available. The reviewer does not wish to contemplate the type of studies using this survey.